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ABSTRACT

The purposes of the second part of a three-phase study were to examine the attitudes of Toronto secondary school students to work and unemployment and to examine the differences in the attitudes held by males, females, and students with varying degrees of work or job search experience. A total of 1,815 were asked to respond to an attitude questionnaire. The overall response rate was 54% or 975. The 100-item questionnaire was statistically refined so that the version used in the analyses contained 12 subscales made up of 59 items. The students' responses were analyzed for each of the following subscales: (1) Should schools prepare students for the work world?; (2) Jobs available for young people are undesirable; (3) Doing other things is more interesting than holding down a good job from age 16 to 24; (4) Taking an inconvenient or undesirable job is preferable to being on unemployment insurance; (5) It is important to hold down a high quality job from age 16 to 24; (6) Jobs available for young people are high quality; (7) Those in authority are doing things to reduce unemployment; (8) Youth unemployment exists because of the attitudes of the young; (9) Being on unemployment insurance is preferable to taking an undesirable job; (10) The rate of youth unemployment inspires the young to try harder; (11) The rate of youth unemployment results in feelings of depression among the young; (12) Youth unemployment exists because foreign countries benefit from Canadian resources. (The data are summarized in this report for each subscale and conclusions are made; results of the first survey on desires and experiences concerning work are found in ERIC document ED 162 132.) (Author/BM)

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STUDENTS' ATTITUDES TO WORK AND UNEMPLOYMENT

PART II
The Attitude Questionnaire

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#152

March, 1979

CE 020 445

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

In June of 1977, the School Programs Committee of the Toronto Board of Education adopted the following recommendation:

> *"That the Research Department's outline of a study of student attitudes to work and unemployment be approved, and that this be done, if feasible, in co-operation with the Child in the City Project, University of Toronto."*
>
> (Minutes of the Board, June 16, 1977, p. 502)

The data for this study were gathered by the Research Department in two phases:

Phase I: Survey of all Toronto secondary school students to determine some of their desires for and experiences with work.

Phase II: A questionnaire to twelve subsets of Toronto secondary school students (chosen according to responses in Phase I) to determine their attitudes to work and unemployment, their ideas about how to get jobs, the kinds of jobs they think they can get, and their hopes for their life at 30 years of age.

This report, which provides information about the students' attitudes to work and unemployment as collected in Phase II with an attitude questionnaire on work and unemployment, is the second of three reports describing the results of this study. The first report dealt with the data collected in Phase I* and the third report will deal with the remaining information collected in Phase II.

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* Larter, S., FitzGerald, J., and Friendly, M. Students' attitudes to work and unemployment: Part I - The survey. Toronto: The Board of Education for the City of Toronto, Research Department (#151).

Literature Review

This literature review has been written and contributed to this study by Martha Friendly and is an extract from The Child in the City: Changes and Challenges by William Michelson, Saul Levine, Anne-Rose Spina and the staff of The Child in the City Program. Toronto: University of Toronto Press (in press).

One of the concerns about youth in the 60's and 70's has been that the work ethic is dead, or has changed, or does not apply. This has been reflected in newspaper articles describing how, in a time of high youth unemployment, jobs listed at Manpower Centres go unfilled, and has motivated some research on the attitudes of youth toward work (Burstein et al., 1975).

The definition of the work ethic with which most modern writers have concerned themselves is that developed by Max Weber in the context o f 17th century German Calvinism; that is, industriousness was a way to gain personal satisfaction, as well as a social obligation and, most important, was a way of establishing spiritual virtue (Burstein et al, 1975). Certainly, industriousness has and does exist in societies other than those in which the psychological conditions made possible the development of capitalism civilization. As Burstein et al have pointed out:

> *"almost identical work attitudes have been found among small cultural groups usually labelled primitive by modern industrial standards."*
>
> (Burstein et al, 1975, p. 11)

And, certainly, personal industry is a keystone of the social and economic life of modern China and other socialist states. Fears about the decline of the work ethic are not limited to 1977. As Tilgher has pointed out:

> *"...every country responds to the lament that the work-fever does not burn in the younger generation."*
>
> (Tilgher, 1964, p. 143)

Why then is there such widespread concern that young people today don't, or won't want to work? Or, more specifically, that they won't want to work for the same rewards, or in the same way, or at the same kinds of things that previous generations did?

There is some feeling that the work ethic as it has been known in North America has indeed been affected in some way by the not yet understood movements of the 1960's among the youth population. Whether or not the work ethic has evolved enough to be called, as Yankelovich has done, the "New Values," remains to be seen; nevertheless, there is evidence that the younger segment of the population is in the process of striking a balance between the Calvinist work ethic and some as yet unspecified new way of spending their work lives (Yankelovich, 1974).

A recent Canadian study suggested that some of the popular stereotypes regarding the preference of youth to collect unemployment insurance and remain idle rather than work were inaccurate, and second, that the old work ethic was changing in some way. Motivated by concern over an unemployment rate in Canada which refused to drop below 5% (and has since risen much higher), coupled with labour shortages in some geographical and occupational areas, the Department of Manpower and Immigration suggested that perhaps young Canadians had either lost the traditional work ethic or were not being satisfied in some way by the work available in the current job market. The authors stated:

> *"In either case we are dealing with a change in attitudes which may have been sufficiently widespread to affect unemployment statistics....there is little such attitudinal data in Canada....but certain recent changes lend credence to the assumption that traditional work attitudes have been modified."*
>
> (Burstein et al, 1975, p. 7)

The Work Values Survey found, first, that young workers (age 16 to 19 and 20 to 24) were no less likely to derive less satisfaction from work for the attainment of success than older workers. Indeed, the post-adolescent group were more likely to depend on work to achieve self-fulfilment than any other group.

Considering this, together with the greater willingness of young workers to change jobs, compared to older workers, and with Yankelovich's American finding that young workers tend to feel that the greatest obstacle to job advancement lies in lack of education, and often would be anxious to advance their careers, even with a cut in pay, in order to get further education, or job training, it may be inferred that youthful expectations are for careers, rather than jobs (Burstein, 1975 and Yankelovich, 1974).

Young Canadians were generally similar to older groups in preferring to work than collect benefits (although feeling entitled to public assistance if unemployed). So, it seems that Canadian youth value work, and indeed, want to work. However, the interesting differences between younger and older populations in Canada had to do with what they were working for. The importance of doing interesting work and using one's talents decreased with age, and an emphasis on more pay increased. These emphases were supported in a separate survey of youth working in OFY programs who, although they were generally oriented toward work in the same ways as was the general population (in terms of commitment and derivation of personal satisfaction) in an ideal job situation the OFY youth ranked "a chance to be of service to other people," and a "sense of accomplishment" ahead of "salary" in importance (Burstein et al, 1975).

These Canadian findings indicate that the popular stereotype of youth as idle layabouts who prefer to collect handouts from government seems

not to be true. What does seem to be true, however, is that Canadian youth have high personal aspirations about the kind of work they will do.

In an attempt to determine whether the new orientation towards work expressed by a small minority of youth in the 60's had spread beyond the ranks of the counterculture, and indicated that social transformation was in the making, Block and Langman suggested that rejection of the hard-work ethic of the dominant culture had been the province of a privileged group at elite universities in the late 1960's. Their results with college students at an American "blue collar" university in 1971 showed that there had been "a rapid diffusion of countercultural values by 1970," including more emphasis on expressive interests like creativity, concern with one's special abilities and the desire to help others, and less emphasis on instrumental values like money, status and prestige (Block & Langman, 1974).

This finding was extended by Yankelovich in 1974 in the latest of a series of reports on the changing values of American youth. Yankelovich found that diffusion of what he called New Values had occurred, extending New Values from a university elite to working and high school youth between 1969 and 1973. In the early 1970's, he reports, the traditional work ethic had been somewhat strengthened on college campuses but had weakened (from its previously strong position) among non-college youth. Indeed, what appears to be in the process of occurring is diffusion of new or counter-culture values to other segments of the population than the original elite student group, and a synthesis of new and old values. That is, although youth are willing to work hard, they expect a reasonable payoff for hard work (Yankelovich, 1974).

The new North American dream emphasizes personal satisfaction and interest in one's work, and whereas there is a desire in young people for monetary recognition for services rendered, goals related to materialism

are balanced by other satisfactions. Whether or not these goals are realistic when considered together with evidence about youth's possibilities in the labour market, the role of schools in preparing them for a life's work and the role of social class and gender in attaining satisfaction, remains to be seen. It has been suggested that young workers who suffer long periods of unemployment, or who work at low level, dead-end jobs, will be affected permanently by their experiences; unemployed young people today may carry poor work patterns into the future (Piker, 1968). The labour force entry point has profound consequences for the individual's work history; although certainly there are exceptions, generally a low paying, dead-end first job means a different kind of work history than a first job which is prestigious, and carries the possibility of upgrading and training. When the population and participation rate changes are put together, it is indicated that the young labour force will continue to grow to 1981.

The preceding literature review suggests that more could be known about the attitudes of today's youth -- particularly Canadian youth -- to work and unemployment. How do Canadian youth feel about the jobs which are available to them? Would they prefer being on unemployment insurance to holding jobs with various kinds of drawbacks? Do they feel that it is important to hold down a high quality job while they are young or would they prefer to do other things? What do they see as the responsibilities of the school system in preparing them for the work world? How do they feel about the rate of youth unemployment?

Purposes of Part Two of the Study

The purpose of the second part of the study was to examine the attitudes of Toronto secondary school students to work and unemployment as determined by an attitude questionnaire about the following subjects:

(1) the rate of youth unemployment;

(2) the jobs available to young people;

(3) being on unemployment insurance;

(4) the role of the school system in preparing students for the work world;

(5) the importance of holding down a high quality job while young;

(6) the interest in doing other things instead of holding down a good job while young;

(7) the causes of youth unemployment;

(8) whether those in authority are doing things to reduce unemployment.

A further purpose of this part of the study was to examine the attitudes of:

(1) men,

(2) women,

(3) students in Levels 1, 2 or 3,

(4) students in Levels 4, 5 or 6,

(5) students who had wanted and had had both a summer job and a part-time job at which they could work while attending school,

(6) students who had wanted but had <u>not</u> had either a summer job or a part-time job at which they could work while attending school,

(7) students who had <u>not</u> wanted and had <u>not</u> had either a summer job or a part-time job at which they could work while attending school.

To be more specific, the purposes of this study were:

(1) to develop and refine an instrument composed of several subscales to measure high school students' attitudes to work and unemployment;

(2) to test the null hypotheses that the differences between the means on the subscales of the attitude measure for men and women are equal to zero against the alternative hypotheses that they are different from zero;

(3) to test the null hypotheses that the differences between the means on the subscales of the attitude measure for Level 1, 2 or 3 students and Level 4, 5 or 6 students are equal to zero against the alternative hypotheses that they are different from zero;

(4) to test the null hypotheses that the differences between the means on the subscales of the attitude measure for three groups of students with different experiences with the work world are equal to zero against the alternative hypotheses that the differences between at least two group means on the subscales are different from zero;

(5) to test the null hypotheses that there are no interactions between the scores of the subscales of the attitude measure for sex, level of study and experience with the work world against the alternative hypotheses that there are interactions.

METHOD

The Instrument

A copy of the questionnaire on work and unemployment in its original form as administered to the students is shown in Appendix A. The questionnaire is composed of 100 statements. Each item requires one of five responses -- strongly agree, agree, undecided, disagree, and strongly disagree. The items were constructed by the investigators after reading several journal and newspaper articles about work, unemployment and the young. The 100 items were created through several steps involving sorting, editing and rewriting. The draft questionnaire was then pilot tested with a group of high school students who had below average reading skills. As a result of the pilot test, several more revisions were made to the items.

The statistical refinement of the questionnaire is described in Appendix C. While the original attitude questionnaire contained 100 items, the statistically refined questionnaire contained 59 items divided into 12 subscales.

The Sample

Twelve groups of Toronto secondary school students were asked to respond to the questionnaire. The characteristics of the groups are shown in Figure 1. These students were identified by using the responses from the survey carried out by the Research Department in November of 1977 which was answered by 86% of the Toronto secondary school students. A copy of the survey questionnaire is shown in Appendix B.* The following four questions on that survey questionnaire were used to identify students for this part of the study:

(1) Did you want a job last summer?

(2) Did you have a job last summer?

(3) Have you ever looked for a part-time job at which you could work while going to school?

(4) Have you ever had a part-time job while going to school?

A total of 1,815 students were identified as belonging to the twelve groups. Each of these students was asked to respond to the attitude questionnaire. The number of students identified for each group, the number of students who answered the attitude questionnaire in each group, and the percentage of students who responded in each group are shown in Table 1. The numbers of students identified for each group range from a low of 133 to a high of 171. The number of students who responded in each group range from a low of 52 to a high of 114. The response rates for each group range from a low of 34% to a high of 69%. The overall response rate was 54% or 975 students.

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* The results of this survey can be found in two reports: Study of Returning Students: Part I - Some Descriptive Characteristics by Sylvia Larter and John FitzGerald (Research Report #148) and Students' Attitudes to Work and Unemployment: Part I - The Survey by Sylvia Larter, John FitzGerald and Martha Friendly (Research Report #151). Both these reports are available from the Research Department of the Board of Education for the City of Toronto.

MEN	WOMEN
1* Level 1, 2 and 3 Y wanted a job last summer Y had a job last summer Y had looked for a part-time job Y had had a part-time job	**2** Level 1, 2 and 3 Y wanted a job last summer Y had a job last summer Y had looked for a part-time job Y had had a part-time job
3 Level 4, 5 and 6 Y wanted a job last summer Y had a job last summer Y had looked for a part-time job Y had had a part-time job	**4** Level 4, 5 and 6 Y wanted a job last summer Y had a job last summer Y had looked for a part-time job Y had had a part-time job
5 Level 1, 2 and 3 Y wanted a job last summer N did not have a job last summer Y had looked for a part-time job N had not had a part-time job	**6** Level 1, 2 and 3 Y wanted a job last summer N did not have a job last summer Y had looked for a part-time job N had not had a part-time job
7 Level 4, 5 and 6 Y wanted a job last summer N did not have a job last summer Y had looked for a part-time job N had not had a part-time job	**8** Level 4, 5 and 6 Y wanted a job last summer N did not have a job last summer Y had looked for a part-time job N had not had a part-time job
9 Level 1, 2 and 3 N did not want a job last summer N did not have a job last summer N had not looked for a part-time job N had not had a part-time job	**10** Level 1, 2 and 3 N did not want a job last summer N did not have a job last summer N had not looked for a part-time job N had not had a part-time job
11 Level 4, 5 and 6 N did not want a job last summer N did not have a job last summer N had not looked for a part-time job N had not had a part-time job	**12** Level 4, 5 and 6 N did not want a job last summer N did not have a job last summer N had not looked for a part-time job N had not had a part-time job

Figure 1. Characteristics of the twelve student groups.

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* Throughout the remainder of the report, the students' work experience will be referred to by the abbreviations shown here. A "Y" indicates that the student answered "yes" to the question, and a "N" indicates the student answered "no."

TABLE 1

THE SAMPLE - NUMBER OF STUDENTS IDENTIFIED AND NUMBER OF STUDENTS WHO RESPONDED TO THE ATTITUDE QUESTIONNAIRE FOR EACH OF THE TWELVE GROUPS

Group	Number Identified	Number Who Responded	Rate of Response
1	169	57	34%
2	147	67	46%
3	134	86	64%
4	168	104	72%
5	144	52	36%
6	165	81	49%
7	148	98	66%
8	171	114	67%
9	156	63	40%
10	139	73	53%
11	133	83	62%
12	141	97	69%
TOTAL	1815	975	54%

The number of students identified according to sex, level of study and work experience are shown in Table 2, along with the numbers and percentages of students who responded. The greatest discrepancy in the numbers and percentages of students who responded occurred between students studying at different levels. More students studying at Levels 4, 5 and 6 responded than those studying at Levels 1, 2 and 3.

TABLE 2

THE SAMPLE - NUMBER OF STUDENTS IDENTIFIED AND NUMBER OF STUDENTS WHO RESPONDED TO THE ATTITUDE QUESTIONNAIRE ACCORDING TO SEX, LEVEL OF STUDY AND WORK EXPERIENCE

Group	Number Identified	Number Who Responded	Rate of Response
Sex			
Men	884	439	50%
Women	931	536	58%
Level of Study			
1, 2 and 3	920	393	43%
4, 5 and 6	895	582	65%
Work Experience			
YYYY	618	314	51%
YNYN	628	345	55%
NNNN	569	316	56%

Data Collection

During May of 1978, the questionnaires, which were labelled with the names of the 1,815 students, were sent to the Toronto secondary schools. The manner in which the questionnaires were administered to or answered by the students varied from school to school depending on the students' reading ability. In some schools the students were given the questionnaires to complete and mail back to the Research Department on their own; in some schools students completed the questionnaires under the supervision of teachers, guidance counsellors or administrative personnel; and in others school personnel or research personnel read the questions to the students. From 30 to 60 minutes were required to answer the 100 questions*.

* Other questions, in addition to the 100 attitude items, were also included. The responses to the additional questions will be reported in Part III of this study.

Missing Data

Nearly all of the students answered all the 100 attitude questions. A few students left large numbers of questions unanswered -- these questionnaires were discarded. A few students neglected to answer up to ten items -- for these students, the items were completed as "undecided" and the questionnaires included for analysis.

Methods of Analyses

A description of the statistical refinement of the attitude questionnaire is provided in Appendix C.

Details of the method of statistical analysis used to examine the students' responses to the attitude questionnaire are provided in Appendix D.

SUMMARY OF FINDINGS AND DISCUSSION

Appendices C and D contain statistical descriptions of all the findings. This section will present and discuss the findings in a non-statistical fashion.

The Refined Attitude Questionnaire

The 100-item attitude questionnaire was statistically refined so that the version which was used in the analyses contained twelve subscales made up of 59 items (41 items were discarded). The subscales were named according to the content of the items which were associated with each. The twelve subscales and the items for each are as follows:

Subscale One: Schools Should Prepare Students for the Work World

(1) Schools should teach students about unemployment.

(2) Schools should teach students how the economy functions.

(3) Schools should teach students how to act in the work world.

(4) Schools should help students find jobs.

(5) Schools should teach students how to hold down a job.

(6) Schools should have work experience programs.

(7) Schools should teach students about their rights in the working world.

(8) Schools should teach students how to get jobs.

(9) Schools should make sure that students have the skills needed for the working world.

Subscale Two: Jobs Available for Young People are Undesirable

(1) Most jobs available for young people are humiliating.

(2) Most work is humiliating.

(3) Most jobs available for young people are boring.

(4) Most employers give dirty work to young working people.

(5) Most jobs available for young people are not worth the bother of looking for them.

Subscale Three: Doing Other Things is More Interesting Than Holding Down a Good Job From Age 16 to 24

(1) While I am young (age 16 to 24), I am more interested in spending lots of time with my friends than holding down a good job.

(2) While I am young (age 16 to 24), I am more interested in travelling than holding down a good job.

(3) While I am young (age 16 to 24), I am more interested in sports than holding down a good job.

(4) While I am young (age 16 to 24), I am more interested in spending lots of time on my hobbies than holding down a good job.

(5) While I am young (age 16 to 24), I am more interested in having a lot of spare time than holding down a good job.

(6) While I am young (age 16 to 24), I am more interested in getting spending money than holding down a good job.

Subscale Four: Taking an Inconvenient or Undesirable Job is Preferable to Being on Unemployment Insurance

(1) I would rather have several short-term jobs than be on unemployment insurance.

(2) I would rather take a job in another city than be on unemployment insurance.

(3) I would rather work unusual hours than be on unemployment insurance.

(4) I would rather move away from my friends to get a job than be on unemployment insurance.

(5) I would rather work for a company that causes pollution than be on unemployment insurance.

Subscale Five: It is Important to Hold Down a High Quality Job From Age 16 to 24

(1) While I am young (age 16 to 24), it is important that I have a job which gives me self-respect.

(2) It is important that I have a satisfying job while I am young (age 16 to 24).

(3) While I am young (age 16 to 24), it is important that I have a job which makes me feel as if I am part of society.

(4) While I am young (age 16 to 24), it is important that I have a steady job so that I can learn how to work.

(5) It is important that I have a good job while I am young (age 16 to 24).

(6) It is important that I have a financially rewarding job while I am young (age 16 to 24).

Subscale Six: Jobs Available for Young People are High Quality

(1) Most work has dignity.

(2) Most jobs available for young people are challenging.

(3) Most jobs available for young people require a lot of skill.

(4) Most jobs available for young people are high class.

(5) Most jobs available for young people have good prospects for the future.

Subscale Seven: Those in Authority are Doing Things to Reduce Unemployment

(1) The Federal government is doing things which will help reduce unemployment.

(2) Employers are doing things which will help reduce youth unemployment.

(3) The Provincial government is doing things which will help reduce unemployment.

(4) Unions are doing things which will help reduce youth unemployment.

Subscale Eight: Youth Unemployment Exists Because of the Attitudes of the Young

(1) The rate of youth unemployment would be lower if young people tried harder to find jobs.

(2) Youth unemployment exists because young people expect too much.

(3) Youth unemployment exists because the young have poor attitudes to work.

Subscale Nine: Being on Unemployment Insurance is Preferable to Taking an Undesirable Job

(1) I would rather be on unemployment insurance than work for a very large company where I didn't know my boss.

(2) I would rather be on unemployment insurance than be pushed around on the job.

(3) I would rather be on unemployment insurance than work mostly on weekends.

(4) I would rather be on unemployment insurance than take a job at minimum wage.

(5) I would rather be on unemployment insurance than take a job which involves hard, physical work.

Subscale Ten: The Rate of Youth Unemployment Inspires the Young to Try Harder

(1) The rate of youth unemployment will make me try harder to get a job.

(2) The rate of youth unemployment makes we want to improve myself in as many ways as I can.

(3) The rate of youth unemployment makes me try harder in school.

Subscale Eleven: The Rate of Youth Unemployment Results in Feelings of Depression Among the Young

(1) The rate of youth unemployment makes me feel lazy.

(2) The rate of youth unemployment makes me feel like withdrawing from society.

(3) The rate of youth unemployment makes me feel discouraged.

(4) The rate of youth unemployment makes me fear that I will not be able to get ahead in life.

(5) I feel angry about the rate of youth unemployment.

Subscale Twelve: Youth Unemployment Exists Because Foreign Countries Benefit from Canadian Resources

(1) Youth unemployment exists because Canadians buy too many imported goods.

(2) Youth unemployment exists because foreign companies in Canada lay off people here rather than in their own countries.

(3) Canadian employers have increased unemployment in Canada by building plants in foreign countries.

The Students' Responses to the Attitude Questionnaire

The students' responses were analyzed for each of the twelve subscales. However, given that some of the subscales incorporate ideas which are similar to ideas in other subscales, the summary is an attempt to organize the findings under a smaller number of headings and to discuss them in a different and non-statistical format.

It is important to remember that from a statistical standpoint the design of the study does not allow for a generalization of the findings to all students. The results apply only to the students identified for this study.

Should Schools Prepare Students for the Work World? (Subscale One)

Should schools teach students how to get jobs and help them to find jobs? Should schools teach students how to act in the work world and how to hold down a job? Should schools teach students about their rights in the working world, how the economy functions and about unemployment? Should schools have work experience programs? Should schools make sure that the students have the skills needed for the work world?

This is not a new question and there are two positions which are often taken with respect to this issue. For some, education is viewed largely as a passport to the job market and as a servant of successful career planning. These people believe that specialization in education is a good thing and that the educational system should be manipulated so that students are prepared for the world that awaits them when they leave school. For others, learning is valued for its own sake. These people would argue that limited career-directed studies do not provide lasting solutions to the many problems of society and that students should be exposed only to those studies which allow them to grow in a broader emotional and intellectual sense.

The attitude of the students in this study was that schools should prepare students for the work world in the ways described by the nine items on subscale one. The students' attitude of agreement to the nine items is clearly shown in the graph on page 62.

The women agreed more strongly than the men.

The students who had wanted summer jobs and had looked for part-time jobs at which they could work while attending school regardless of whether or not they had found such jobs were more likely to agree that schools should prepare students for the work world than the students who had not wanted summer jobs or had not looked for part-time jobs.

There was no difference between the attitudes of the students studying at Levels 1, 2 or 3 and those studying at Levels 4, 5 or 6. Both groups agreed.

While it is impossible to say as a result of administering this attitude questionnaire what other things the students think the schools should be doing, it is clear the students believe, rightly or wrongly, that the schools should be preparing them for the work world. This finding is somewhat similar to Yankelovich's American finding that young workers tend to feel that the greatest obstacle to job advancement lies in the lack of education (see literature review, page 4).

What Are the Psychological Effects of the Rate of Youth Unemployment on the Young Who Are Still in School? (Subscales Ten & Eleven)

A recent article in the Toronto Star (Ellie Tesher, January 29, 1979) entitled "Jobless Young Could Turn to Terrorism" is typical of the kind of press youth unemployment is receiving. This article reports on a study being done by Dr. Saul Levine of the University of Toronto about youth unemployment in North America. Here are three quotations from the article:

"Canada, with a 14.5 per cent unemployment rate for 15- to 24-year-olds last year -- the highest in a decade and up from 10.4 per cent in 1970 -- is sowing the seeds of social unrest that could result in youthful anarchy, Levine says."

"'When enough youth drop out of school early or graduate only to find there are no jobs available for them, a growing proportion will emerge in the population with no vested interest in society or in perpetuating the values the rest of us hold dear...' Levine said in an interview."

"'One thing common to all unemployed youth is low esteem,' he says. Without jobs, goals or a stake in society, young people '...deteriorate personally. They feel humiliated, ashamed and angry.'"

Trustees of the Toronto School Board were interested in knowing whether the young who are still in school are experiencing feelings of depression because of the rate of youth unemployment.

Subscales ten and eleven of the attitude questionnaire comprised two themes which related to possible psychological effects the rate of youth unemployment might have on the young who are still in school.

The first theme was that the rate of youth unemployment inspires the young to try harder -- particularly to try harder in school and to try harder to get jobs -- and that it inspires them to improve themselves in as many ways as possible. There was a tendency for the students to disagree that the rate of youth unemployment had these effects on them. There were no differences in the students' attitudes according to sex, level of study or work experinece. All the groups had a similar degree of disagreement.

The second theme was that the rate of youth unemployment causes the students to have feelings of depression such as laziness, anger, withdrawal, discouragement and fear of not being able to get ahead in life. On the whole, the students were undecided about whether or not the rate of

youth unemployment caused them to have these feelings. There were no differences for this theme according to students' sex or work experience. However, the students studying at Levels 1, 2 or 3 were slightly more likely to agree that the rate of youth unemployment results in feelings of depression than were the students studying at Levels 4, 5 or 6 (although both groups were mostly undecided).

Taken together then, these findings suggest that the young who are still in school are undecided about whether or not they have feelings of depression as a result of the rate of youth unemployment. However, they tend not to feel like trying harder or to feel like improving themselves because of it. The graphs on pages 82 and 84 summarize the students' responses.

What Are the Causes of Youth Unemployment (Subscales Eight & Twelve)

These two subscales of the attitude questionnaire comprised two themes related to possible causes of youth unemployment.

The first theme was that youth unemployment exists because the young have poor attitudes toward work, because they expect too much and because they do not try hard enough to find jobs. The students were, on the whole, undecided about this.

The second theme was that youth unemployment exists because of the ways that foreign countries are benefitting as a result of Canadians buying imported goods, Canadian employers building plants in foreign countries, and foreign employers in Canada laying off people here rather than in their own countries. Again, the students were, on the whole, undecided about this.

The graphs on pages 78 and 86 summarize the students' responses to both subscales. There were no differences for either theme when the students' responses were divided and compared according to sex, level of study and work experience.

It is interesting that the students did not express any strong feelings either for or against these two popular themes often cited as causes of youth unemployment.

Are Those in Authority Doing Things to Help Reduce Unemployment?
(Subscale Seven)

Are the Federal and Provincial governments doing things which will help to reduce unemployment? Are employers and unions doing things which will help to reduce youth unemployment?

The students were mostly undecided.

A graph of their responses is given on page 76. There were no differences when the students' responses were divided and compared according to sex, level of study and work experience.

What Do Students Think About the Jobs Which Are Available for Young People?
(Subscales Two & Six)

The Department of Manpower and Immigration has suggested that the jobs listed at Manpower Centres go unfilled in a time of high youth unemployment because young Canadians may either have lost the traditional work ethic or may not be satisfied in some way by the work available in the current job market (see the literature review on Pages 3 and 4).

Subscales two and six of the attitude questionnaire described jobs which are available for young people in two ways.

Subscale two described the jobs available for young people as undesirable. It described the jobs as humiliating, dirty, boring and not worth the bother of looking for them.

There was a tendency for the students to disagree that the jobs available for young people are humiliating, dirty, boring and not worth the bother of looking for them. Their responses are shown graphically on page 65.

The students studying at Levels 4, 5 or 6 disagreed more than the students studying at Levels 1, 2 or 3.

There were no differences by sex or work experience. All tended to disagree to the same extent.

Subscale six described the jobs available for young people as high quality. It described the jobs as challenging, requiring a lot of skill, having dignity, being high class and having good prospects for the future.

On the whole, the students were undecided about whether or not the jobs available for young people are of high quality. Their responses are shown graphically on page 74.

The students studying at Levels 4, 5 or 6 were more likely to agree that the jobs available for the young are of high quality than the students studying at Levels 1, 2 or 3.

There were no differences between men and women. Both were mostly undecided.

Students who had wanted and looked for jobs and had had them (the YYYY group) were more likely to agree that jobs available for young people are of high quality than students who had wanted and looked for jobs but had <u>not</u> had them (the YNYN group).

Thus, while the students are undecided about whether the jobs available for the young are of high quality, they tend to disagree that the jobs are undesirable. These data, of course, do not speak for those young people who have <u>left</u> school and are looking for a job.

What Kinds of Things Would Students Like to Do From Age 16 to 24?
(Subscales Three & Five)

The literature review has dealt with ideas about the work ethic at some length (see pages 2 to 6). Several issues were discussed and some interesting questions were raised. Do young people want to work or are they more interested in doing other things while they are young? If they want to work, do they want to work in a Calvinistic sense; that is, do they want to be industrious to gain personal satisfaction and because they feel it is necessary as a social being to establish self-respect and spiritual virtue? Do they have high personal aspirations about the kind of work they will do while young? Could it be true as Yankelovich suggests (see literature review, page 3), that the younger segment of the population is in the process of striking a balance between the Calvinist work ethic and some as yet unspecified new way of spending their work lives?

Subscale three contained items which suggested that doing other things is more interesting than holding down a good job from age 16 to 24. Some of the other things suggested were hobbies, travel, having spare time, sports and having time for friends.

The students disagreed that doing these other things is more interesting than holding down a good job from age 16 to 24. The graph on page 67 shows their attitude of disagreement. They are obviously interested in working from age 16 to 24. This finding is supported by the findings from Part I of this study (Larter, FitzGerald and Friendly, 1978) which found that 78% of 29,499 Toronto secondary school students said they wanted a job during the summer of 1977, 61% said they had looked for a part-time job at which they could work while going to school, and 44% said they would like to combine part-time schooling with work.

There were no differences in the amount of disagreement by sex or by level of study.

Subscale five contained items which suggested that it is important to hold down a high quality job from age 16 to 24. The items suggested that the jobs would be high quality by being satisfying, by providing self-respect, by being financially rewarding, by making the students feel as if they are part of society, and by helping them learn how to work.

The students disagreed that it is important to hold down a high quality job with such characteristics from age 16 to 24. Their attitude of disagreement is summarized in the graph on page 72.

There were no differences in the amount of disagreement by sex or by level of study.

Taken together, these findings suggest that the students are not more interested in doing other things than holding down a good job from age 16 to 24; but, at the same time, they do not feel that it is important that the jobs provide them with self-respect, be satisfying, be financially rewarding, make them feel as if they are part of society or teach them how to work.

These data show that the students want to work while they are young but want or expect very little of their jobs. It is difficult to say from this attitude questionnaire whether the students want very little from their jobs while they are young because of a certain value system as some might hypothesize, or because they believe that the jobs available for the young simply cannot provide these things. The findings which were discussed in the preceding section indicated that the students were undecided about whether to say that jobs available for the young are of high quality, but tended to disagree that the jobs are undesirable.

The students who had not wanted summer jobs and had not looked for part-time jobs (group NNNN) responded differently to these ideas than the students who had wanted summer jobs and had looked for part-time jobs (groups YYYY and YNYN). The NNNN group of students did not disagree as strongly as the other two groups that --

(1) doing other things is more interesting than holding down a good job from age 16 to 24, and,

(2) it is important to hold down a high quality job from age 16 to 24.

How Do Students Feel About Being on Unemployment Insurance? (Subscales Four & Nine)

These two subscales contained items which asked the students to say whether they would prefer being on unemployment insurance to having jobs with various kinds of drawbacks. The results show that in some cases the students would prefer unemployment and in other cases would prefer jobs with certain kinds of drawbacks.

Subscale four asked the students whether they would prefer several short-term jobs, a job in another city, a job with unusual hours, a job away from their friends or a job with a company that causes pollution to being on unemployment insurance.

The students tended to disagree that they would prefer jobs with the above drawbacks to being on unemployment insurance (see graph on page 70).

Subscale nine asked the students whether they would prefer being on unemployment insurance to having a job at minimum wage, a job which involves hard, physical labour, a job where they were pushed around, a job where they didn't know their boss, or a job which required that they work mostly on weekends.

The students disagreed that they would prefer being on unemployment insurance to having jobs with the above drawbacks. The students studying

at Levels 4, 5 and 6 disagreed more than the students studying at Levels 1, 2 and 3. The YYYY group of students disagreed more than the YNYN and NNNN groups of students (see graph on page 80).

Differences in the Attitudes Between Men and Women

Only one statistically significant difference was found between the attitudes of the men and women on the twelve subscales of the attitude questionnaire. It was:

(1) The women agreed more than the men that schools should prepare students for the work world.

Differences in the Attitudes Between Students Studying at Levels 1, 2 or 3 and Students Studying at Levels 4, 5 and 6

Four statistically significant differences were found between the attitudes of the students divided according to level of study. They were:

(1) Levels 4, 5 or 6 students disagreed more than Levels 1, 2 or 3 students that jobs available for young people are undesirable;

(2) Levels 4, 5 or 6 students agreed more than Levels 1, 2 or 3 students that jobs available for young people are of high quality;

(3) Levels 4, 5 or 6 students disagreed more than Levels 1, 2 or 3 students that being on unemployment insurance is preferable to taking a job at minimum wage, a job which involves hard, physical labour, a job where they were pushed around, a job where they didn't know their boss, or a job which required that they work mostly on weekends.

(4) Levels 1, 2 or 3 students agreed more than Levels 4, 5 or 6 students that the rate of youth unemployment results in feelings of depression among the young. This finding must be interpreted with caution since the mean scores indicate that the students of both groups were mostly undecided.

Taken together, these findings suggest that the Levels 4, 5 or 6 students have a more positive or optimistic attitude. They think more highly of the jobs which are available for the young, they are less likely to prefer being on unemployment insurance, and are less likely to have feelings of depression about the rate of youth unemployment.

Differences in the Attitudes Between Students With Different Work Experiences

The reader should recall that the students were divided into three work experience groups:

YYYY - students who had wanted and had had a summer job and had looked for and had had a part-time job,

YNYN - students who had wanted a summer job and had looked for a part-time job but had had neither,

NNNN - students who had not wanted and had not had a summer job and had not looked for and had not had a part-time job.

Five statistically significant differences were found between these three groups. They were:

(1) YYYY and YNYN students agreed more than NNNN students that the schools should prepare students for the work world,

(2) YYYY and YNYN students disagreed more than NNNN students that doing other things is more interesting than holding down a good job from age 16 to 24,

(3) YYYY and YNYN students disagreed more than NNNN students that it is important to hold down a high quality job from age 16 to 24,

(4) YYYY students agreed more than YNYN students that jobs available for young people are of high quality. This finding must be interpreted with caution since the mean scores indicate that the students of both groups were mostly undecided.

(5) YYYY students disagreed more than YNYN and NNNN students that being on unemployment insurance is preferable to taking a job at minimum wage, a job which involves hard physical labour, a job where they were pushed around, a job where they didn't know their boss, or a job which required they work mostly on weekends.

These five statistical differences suggest that some students have different attitudes to work and unemployment than others and that these attitudes are manifest while the student is still in high school and are associated with the kinds of involvement the student has had with the work world. Some students are more interested in work than in doing other

things while young and place less importance on the work being of high quality than other students. These are the students who wanted and looked for work (YYYY and YNYN students). These students are also more likely to believe that the schools should help prepare them for the work world.

Some students seem to think more highly of the jobs which are available for young people and tend to be less willing to go on unemployment insurance than take an undesirable job. These are the students who have had both summer and part-time jobs (YYYY students).

SOME CONCLUDING REMARKS

I - The finding in this study which probably has the most implications for the Toronto School System is that the students have the attitude that the schools should prepare them for the work world by teaching them how to get jobs and helping them to find jobs, by teaching them how to act in the work world and how to hold down a job, by teaching them about their rights in the work world, how the economy functions and about unemployment, by having work experience programs, and by making sure that they have the skills needed for the work world.

The women agree more strongly with these ideas than the men.

II - Some of the subscales of the attitude questionnaire have reliabilities which are somewhat low. A discussion about the reliabilities of the subscales is given on pages 55 and 56 in Appendix C. Low reliabilities, of course, mean that little confidence should be placed in the results. However, it is noteworthy, as shown in Table 3, that the subscales with the lowest reliabilities are those (with the one exception of Subscale Ten) for which the students had no opinion or were undecided. The students, on the other hand, had an opinion of agreement or disagreement for the six subscales with the highest reliabilities. It seems reasonable to say then that considerable confidence can be placed in any finding which shows an attitude of agreement or disagreement with the one exception of Subscale Ten and that less confidence should be placed in any finding which shows an undecided attitude.

The attitude questionnaire is in the beginning stages of development. It would require more research to determine whether the low reliabilities were a result of (1) a small number of items, (2) poor items which could not pick up differences in attitudes, (3) lack of variance in the students' attitudes - that is, most students had the same attitude, or (4) the abstractness of the subscales.

III - On Page 17 it was noted that the statistical design of the study does not allow for a generalization of the findings to all students. For example, students who had had summer jobs but had not had part-time jobs while attending school were not included in the study and thus cannot be assumed to have the same attitudes as those who were included. The three work experience groups YYYY, YNYN and NNNN were chosen because they were considered to be extremes and would be most likely to have different attitudes. However, the differences which were found in the students' attitudes when divided by sex, level of study and work experience were few. That is, the students' sex, level of study and work experience had little relationship to their attitudes to work and unemployment. One might then conclude that the attitudes expressed by the 975 students in this study may be representative of all Toronto high school students or, in other words, the findings may be generalizable in a non-statistical sense.

IV - The reader should keep in mind while examining the differences in attitudes related to level of study and work experience that age is confounded with these two variables. That is, students studying at Levels 4, 5 and 6 are more likely to be older than students studying at Levels 1, 2 and 3 and older students are more likely to have had jobs than younger students.

TABLE 3

THE SUBSCALES OF ATTITUDE QUESTIONNAIRE, THE STUDENTS' OVERALL RESPONSE AND THE SUBSCALE RELIABILITIES

Subscale	Title of Subscale	Students' Overall Response (N = 975)	Subscale Reliability
One	Schools should prepare students for the work world.	Agreed	.80
Two	Jobs available for young people are undesirable.	Moderately Disagree	.68
Three	Doing other things is more interesting than holding down a good job from age 16 to 24.	Disagree	.80
Four	Taking an inconvenient or undesirable job is preferable to being on unemployment insurance	Moderately Disagree	.66
Five	It is important to hold down a high quality [illegible] from age 16 to 24.	Disagree	.73
Nine	Being on unemployment insurance is preferable to taking an undesirable job.	Disagree	.68
Ten	The rate of youth unemployment inspires the young to try harder.	Moderately Disagree	.56
Six	Jobs available for young people are of high quality.	Undecided	.59
Seven	Those in authority are doing things to reduce unemployment	Undecided	.60
Eight	Youth unemployment exists because of the attitudes of the young.	Undecided	.61
Eleven	The rate of youth unemployment results in feelings of depression among the young.	Undecided	.60
Twelve	Youth unemployment exists because of the benefit of foreign countries.	Undecided	.48

A SUGGESTION FOR FURTHER RESEARCH

A recent study of the characteristics and opinions of the "Leaving School Early" students completed by the Research Department (Larter & Eason, 1978) found a large difference in the percentage of students who were employed at the time of the interview according to whether or not the students were born in Canada. The study found that students born in Canada were statistically more likely to be unemployed (57%) and students not born in Canada were statistically less likely to be unemployed (17%) than all those who responded. Since these statistics were published, many people, including the media and the "Leaving School Early" advisors, have speculated about the different attitudes which these two groups of students might have to work and unemployment which give rise to such discrepant figures.

The attitude questionnaire developed in this study could be used to compare the attitudes of students to work and unemployment according to whether or not they are born in Canada or according to a variety of cultural backgrounds.

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APPENDIX A

QUESTIONNAIRE
ON
WORK AND UNEMPLOYMENT

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

Research Department

DIRECTIONS

- READ EACH STATEMENT CAREFULLY
- DECIDE WHETHER YOU:
  1) STRONGLY DISAGREE
  2) DISAGREE
  3) CAN'T DECIDE
  4) AGREE
  5) STRONGLY AGREE WITH STATEMENT
- CIRCLE THE CORRECT NUMBER FOR YOUR ANSWER
- THERE ARE NO RIGHT OR WRONG ANSWERS, SO RESPOND TO EACH STATEMENT AS HONESTLY AS YOU CAN
- IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The rate of youth unemployment makes me feel lazy.	1	2	3	4	5
2. Young people don't try to find work because they are afraid they won't be able to hold down a job.	1	2	3	4	5
3. The rate of youth unemployment will make me try harder to get a job.	1	2	3	4	5
4. Schools should teach students about unemployment.	1	2	3	4	5
5. While I am young (age 16 to 24), I want to experience a lot of different kinds of job rather than hold down a good steady job.	1	2	3	4	5
6. The most satisfying thing in life is work well done.	1	2	3	4	5
7. Young people's jobs are being eliminated by machines.	1	2	3	4	5
8. Most work has dignity.	1	2	3	4	5
9. While I am young (age 16 to 24), it is important that I have a job which gives me self-respect.	1	2	3	4	5
10. Schools should teach students about trade unionism.	1	2	3	4	5

(19)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
11.	While I am young (age 16 to 24), I am more interested in spending lots of time with my friends than holding down a good job.	1	2	3	4	5	
12.	Most jobs available for young people are humiliating.	1	2	3	4	5	
13.	I would rather take a part-time job than be on unemployment insurance.	1	2	3	4	5	
14.	While I am young (age 16 to 24), I am more interested in travelling than holding down a good job.	1	2	3	4	5	
15.	Higher Canadian tariffs would reduce youth unemployment. (e.g., higher taxes on foreign cars).	1	2	3	4	5	
16.	The federal government is doing things which will help reduce unemployment.	1	2	3	4	5	
17.	While I am young, (age 16 to 24), I am more interested in sports than holding down a good job.	1	2	3	4	5	
18.	The rate of youth unemployment would be lower if young people tried harder to find jobs.	1	2	3	4	5	
19.	Youth unemployment exists because laws favour the job security of older workers.	1	2	3	4	5	
20.	Most jobs available for young people are challenging.	1	2	3	4	5	(29)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
21.	Unemployment is good for young people.	1	2	3	4	5	
22.	Businesses are more concerned with profits than they are with youth unemployment.	1	2	3	4	5	
23.	Youth unemployment exists because there is a lack of farming jobs.	1	2	3	4	5	
24.	Most work is humiliating.	1	2	3	4	5	
25.	The Canadian economic system depends on unemployment.	1	2	3	4	5	
26.	Most jobs available for young people require a lot of skill.	1	2	3	4	5	
27.	While I am young (age 16 to 24), I am more interested in spending lots of time on my hobbies than holding down a good job.	1	2	3	4	5	
28.	Employers are doing things which will reduce youth unemployment.	1	2	3	4	5	
29.	I would rather do odd jobs than be on unemployment insurance.	1	2	3	4	5	
30.	It is important that I have a satisfying job while I am young (age 16 to 24).	1	2	3	4	5	
31.	Schools should teach students how the economy functions.	1	2	3	4	5	
32.	Most jobs available for young people are boring.	1	2	3	4	5	
33.	Most jobs available for young people are high class.	1	2	3	4	5	
34.	The rate of youth unemployment makes me feel as if society is rejecting me.	1	2	3	4	5	
35.	More Canadian research would reduce youth unemployment.	1	2	3	4	5	(44)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
36.	Schools should teach students how to act in the work world.	1	2	3	4	5	
37.	Schools should have co-operative education programs.(work 4 months, go to school 4 months)	1	2	3	4	5	
38.	The rate of youth unemployment makes me feel like withdrawing from society.	1	2	3	4	5	
39.	Most employers give dirty work to young working people.	1	2	3	4	5	
40.	The provincial government is doing things which will help reduce unemployment.	1	2	3	4	5	
41.	I would rather be on unemployment insurance than work for a very large company where I didn't know my boss.	1	2	3	4	5	
42.	Most jobs available for young people are not worth the bother of looking for them.	1	2	3	4	5	
43.	The rate of youth unemployment makes me want to improve myself in as many ways as I can.	1	2	3	4	5	
44.	I would have several short-term jobs than be on unemployment insurance.	1	2	3	4	5	
45.	One should have to work hard for what one wants.	1	2	3	4	5	
46.	Schools should help students find jobs.	1	2	3	4	5	
47.	Youth unemployment exists because young people expect too much.	1	2	3	4	5	
48.	I feel happy about the rate of youth unemployment.	1	2	3	4	5	
49.	The rate of youth unemployment makes me more willing to do voluntary community work.	1	2	3	4	5	
50.	Development of Canadian resource industries would reduce youth unemployment.	1	2	3	4	5	(59)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
51.	Youth find it difficult to find jobs because of transportation problems.	1	2	3	4	5
52.	Most young people have skills which are not used in the jobs which they can get.	1	2	3	4	5
53.	I would rather be on unemployment insurance than be pushed around on the job.	1	2	3	4	5
54.	Schools should train young people for industry through more apprenticeship courses.	1	2	3	4	5
55.	While I am young (age 16 to 24), it is important that I have a job which makes me feel as if I am part of society.	1	2	3	4	5
56.	Young people are unable to get jobs because the jobs require a lot of training.	1	2	3	4	5
57.	While I am young (age 16 to 24), it is important that I have a steady job so that I can learn how to work.	1	2	3	4	5
58.	Youth unemployment exists because the young have poor attitudes toward work.	1	2	3	4	5
59.	I would rather take a job in another city than be on unemployment insurance.	1	2	3	4	5
60.	There is little point in putting extra effort into one's job.	1	2	3	4	5
61.	Youth unemployment exists because Canadians buy too many imported goods.	1	2	3	4	5
62.	The rate of youth unemployment makes me feel discouraged.	1	2	3	4	5
63.	While I am young (age 16 to 24), I am more interested in having a lot of spare time than holding down a good job.	1	2	3	4	5
64.	A guaranteed minimum income for all would reduce youth unemployment.	1	2	3	4	5
65.	I would rather work unusual hours than be on unemployment insurance.	1	2	3	4	5 (74)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
81.	Youth unemployment exists because foreign companies in Canada lay off people here rather than in their own countries.	1	2	3	4	5	
82.	I would rather be on unemployment insurance than take a job at minimum wage.	1	2	3	4	5	
83.	Unemployment among young people is natural.	1	2	3	4	5	
84.	It is important that I have a good job while I am young (age 16 to 24).	1	2	3	4	5	
85.	Canadian employers have increased unemployment in Canada by building plants in foreign countries.	1	2	3	4	5	
86.	Unions are doing things which will reduce youth unemployment.	1	2	3	4	5	
87.	Youth unemployment exists because employers prefer older workers.	1	2	3	4	5	
88.	Most part-time jobs held by young people help them learn about regular full-time employment.	1	2	3	4	5	
89.	Most employers take advantage of young working people.	1	2	3	4	5	
90.	I would rather be on unemployment insurance than take a job which involves hard, physical work.	1	2	3	4	5	
91.	Money is the only benefit of working.	1	2	3	4	5	
92.	Schools should teach students how to get jobs.	1	2	3	4	5	
93.	Most employers respect young working people.	1	2	3	4	5	
94.	It is important that I have a financially rewarding job while I am young (age 16 to 24).	1	2	3	4	5	
95.	Most employers look down on young working people.	1	2	3	4	5	(33)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
66.	Schools should teach students how to hold down a job.	1	2	3	4	5	
67.	I would rather move away from my friends to get a job than be on unemployment insurance.	1	2	3	4	5	
68.	Schools should have work experience programs.	1	2	3	4	5	
69.	Job training programs would reduce youth unemployment.	1	2	3	4	5	
70.	Schools should teach students about their rights in the working world.	1	2	3	4	5	
71.	The rate of youth unemployment makes me try harder in school.	1	2	3	4	5	(80)
72.	The rate of youth unemployment makes me fear that I will not be able to get ahead in life.	1	2	3	4	5	2 (9) (10)
73.	Hard work leads to success.	1	2	3	4	5	
74.	Apprenticeship programs for young people would improve their chances of finding jobs.	1	2	3	4	5	
75.	I feel angry about the rate of youth unemployment.	1	2	3	4	5	
76.	Economic growth would reduce youth unemployment.	1	2	3	4	5	
77.	I would rather be on unemployment insurance than work mostly on weekends.	1	2	3	4	5	
78.	While I am young (age 16 to 24), I am more interested in getting spending money than holding down a good job.	1	2	3	4	5	
79.	A lower minimum wage for young people would reduce their unemployment.	1	2	3	4	5	
80.	Most jobs available for young people have good prospects for the future.	1	2	3	4	5	(18)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
96.	Employers prefer unemployment to be high so that their workers will be afraid to leave their jobs.	1	2	3	4	5	
97.	Most employers trust young working people.	1	2	3	4	5	
98.	Schools should make sure that students have the skills needed for the working world.	1	2	3	4	5	
99.	I would expect to be fired if I were not reliable on a job.	1	2	3	4	5	
100.	I would rather work for a company that causes pollution than be on unemployment insurance.	1	2	3	4	5	(38)

APPENDIX B

Survey Form For

Students' Attitudes To Work and Unemployment: Part I - The Survey

and

Study of Returning Students: Part I - Some Descriptive Characteristics

The Toronto Board of Education is conducting two research studies. One is about students who have dropped out of school and returned, and the other is about the attitudes of students toward work and unemployment. In order to begin the studies, we are asking each Toronto Secondary student to answer the following questions. Please circle your answers.

CIRCLE ANSWERS

1. What level (program) are MOST of your courses in? 1 2 3 4 5
2. Did you want a job last summer? 1YES 0NO
3. Did you have a job last summer? 1YES 0NO
4. Have you ever looked for a part-time job at which you could work while going to school? 1YES 0NO
5. Have you ever had a part-time job while going to school? 1YES 0NO
6. Do you now have a part-time job at which you make more than ten dollars every week? 1YES 0NO
7. Would you like to combine part-time schooling with work? 1YES 0NO
8. In your opinion, what percentage of young people under the age of 25 in Canada are unemployed? .....
   - 4 to 7 per cent 1
   - 7 to 10 per cent 2
   - 10 to 13 per cent 3
   - 13 to 16 per cent 4
   - Over 16 per cent 5
   - Don't Know 6
9. Have you ever 'dropped out' of school? 1YES 0NO

If you answered YES to Question 9, please answer questions 10 to 15.

If you answered NO to Question 9, please return the form to your teacher.

10. How many times have you dropped out? 1 2 3 4
11. Have you ever been in the Leaving School Early program? 1YES 0NO

Please answer the following questions for the LAST time you dropped out.

12. What grade were you in when you last dropped out? 07 08 09 10 11 12 13
13. What level (program) were MOST of your courses in? 1 2 3 4 5
14. How old were you? 14 15 16 17 18 19 20 21
15. What school did you leave? ..... NAME _____

    BOARD _____

    CITY _____

    PROVINCE (or Country, if the school is not in Canada)

    _____

49 Would you please give us your 'phone number -- a few of you will be 'phoned for more of your ideas about school and work..... ___ ___ ___ - ___ ___ ___ ___

APPENDIX C

STATISTICAL REFINEMENT OF THE ATTITUDE QUESTIONNAIRE ON WORK AND UNEMPLOYMENT

For the total sample of 975 respondents, intercorrelations of scores on the 100 items were calculated* and the resulting correlational matrix with squared multiple correlation coefficients (between a given variable and the rest of the variables in the matrix) inserted as elements in the diagonals was subjected to principal factor analysis (with iteration) followed by varimax orthogonal rotation. The subprogram extracted (after 37 iterations) and rotated 28 principal factors with eigenvalues greater than 1.00. These 28 factors accounted for 55.9% of the total variance.

Fifteen factors which demonstrated at least three items having loadings of .32 or higher were identified. As a result of this exercise, 32 items which did not have their highest loading on any of these fifteen factors were discarded. The discarded items were: 2, 5, 6, 7, 10, 15, 19, 22, 23, 25, 34, 35, 37, 45, 49, 51, 52, 56, 60, 64, 69, 73, 79, 87, 88, 89, 91, 93, 95, 96, 97 and 99.

For the total sample of 975 respondents, principal factor analysis followed by varimax orthogonal rotation was again done for the remaining 68 items. The SPSS subprogram extracted (after 13 iterations) and rotated 16 principal factors with eigenvalues greater than 1.00. These 16 factors accounted for 51.4% of the total variance. This time, two criteria were used for factor identification:

(1) the factor was required to demonstrate at least three item loadings of .32 or higher, and,

(2) the factor was expected to yield at least two loadings in excess of an absolute value of .40.

With the use of these criteria, 12 factors (subscales**) were identified and named. These subscales included 59 items. The other 9 items

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* All statistical analyses were done using Version H of the Statistical Package for the Social Sciences (SPSS), 1977.

** For the remainder of this section, a factor will be referred to as a subscale.

which did not have their highest loading on these 12 subscales were discarded. They were items 13, 21, 29, 48, 50, 54, 74, 76 and 83. These 12 factors (subscales) accounted for 91.7% of the variance associated with the 16 factors with eigenvalues greater than 1.00.

Tables A to L show the items, the item numbers and the item factor loadings for the 12 factors or subscales which were identified. These tables also show the percentage of total variance associated with the 68 items which each subscale accounted for and the percentage of variance associated with the 16 factors with eigenvalues greater than 1.00 which each subscale accounted for. The names which were given to the subscales are shown in the headings of the tables.

TABLE A

SUBSCALE ONE: SCHOOLS SHOULD PREPARE STUDENTS FOR THE WORK WORLD (9 ITEMS)

Item Number	Item	Item Factor Loading
4	Schools should teach students about unemployment.	.41
31	Schools should teach students how the economy functions	.33
36	Schools should teach students how to act in the work world	.61
46	Schools should help students find jobs	.42
66	Schools should teach students how to hold down a job	.67
68	Schools should have work experience programs	.56
70	Schools should teach students about their rights in the working world	.51
92	Schools should teach students how to get jobs	.73
98	Schools should make sure that students have the skills needed for the working world	.50

Variance Accounted For: 9.6% of 68 items; 24.0% of 16 factors

TABLE B

SUBSCALE TWO: JOBS AVAILABLE FOR YOUNG PEOPLE ARE UNDESIRABLE (5 ITEMS)

Item Number	Item	Item Factor Loading
12	Most jobs available for young people are humiliating	.62
24	Most work is humiliating	.57
32	Most jobs available for young people are boring	.53
39	Most employers give dirty work to young working people	.40
42	Most jobs available for young people are not worth the bother of looking for them	.46

Variance Accounted For: 7.0% of 68 items; 16.7% of 16 factors

TABLE C

SUBSCALE THREE: DOING OTHER THINGS IS MORE INTERESTING THAN HOLDING DOWN A GOOD JOB FROM AGE 16 TO 24 (6 ITEMS)

Item Number	Item	Item Factor Loading
11	While I am young (age 16 to 24), I am more interested in spending lots of time with my friends than holding down a good job	.66
14	While I am young (age 16 to 24), I am more interested in travelling than holding down a good job	.57
17	While I am young (age 16 to 24), I am more interested in sports than holding down a good job	.59
27	While I am young (age 16 to 24), I am more interested in spending lots of time on my hobbies than holding down a good job	.69
63	While I am young (age 16 to 24), I am more interested in having a lot of spare time than holding down a good job	.64
78	While I am young (age 16 to 24), I am more interested in getting spending money than holding down a good job	.52

Variance Accounted For: 4.7% of 68 items; 10.5% of 16 factors.

TABLE D

SUBSCALE FOUR: TAKING AN INCONVENIENT OR UNDESIRABLE JOB IS PREFERABLE TO BEING ON UNEMPLOYMENT INSURANCE (5 ITEMS)

Item Number	Item	Item Factor Loading
44	I would rather have several short-term jobs than be on unemployment insurance	.34
59	I would rather take a job in another city than be on unemployment insurance	.58
65	I would rather work unusual hours than be on unemployment insurance	.58
67	I would rather move away from my friends to get a job than be on unemployment insurance	.62
100	I would rather work for a company that causes pollution than be on unemployment insurance	.36

Variance Accounted For: 4.2% of 68 items; 9.0% of 16 factors

TABLE E

SUBSCALE FIVE: IT IS IMPORTANT TO HOLD DOWN A HIGH QUALITY JOB FROM AGE 16 TO 24 (6 ITEMS)

Item Number	Item	Item Factor Loading
9	While I am young (age 16 to 24), it is important that I have a job which gives me self-respect	.35
30	It is important that I have a satisfying job while I am young (age 16 to 24)	.59
55	While I am young (age 16 to 24), it is important that I have a job which makes me feel as if I am part of society	.45
57	While I am young (age 16 to 24), it is important that I have a steady job so that I can learn how to work	.50
84	It is important that I have a good job while I am young (age 16 to 24)	.69
94	It is important that I have a financially rewarding job while I am young (age 16 to 24)	.50

Variance Accounted For: 3.4% of 68 items; 6.8% of 16 factors

TABLE F

SUBSCALE SIX: JOBS AVAILABLE FOR YOUNG PEOPLE ARE HIGH QUALITY (5 ITEMS)

Item Number	Item	Item Factor Loading
8	Most work has dignity	.32
20	Most jobs available for young people are challenging	.57
26	Most jobs available for young people require a lot of skill	.39
33	Most jobs available for young people are high class	.37
80	Most jobs available for young people have good prospects for the future	.57

Variance Accounted For: 2.6% of 68 items; 4.7% of 16 factors

TABLE G

SUBSCALE SEVEN: THOSE IN AUTHORITY ARE DOING THINGS TO REDUCE UNEMPLOYMENT (4 ITEMS)

Item Number	Item	Item Factor Loading
16	The Federal government is doing things which with help reduce unemployment.	.62
28	Employers are doing things which will help reduce youth unemployment	.46
40	The Provincial government is doing things which will help reduce unemployment	.66
86	Unions are doing things which will help reduce youth unemployment	.34

Variance Accounted For: 2.4% of 68 items; 4.1% of 16 factors

TABLE H

SUBSCALE EIGHT: YOUTH UNEMPLOYMENT EXISTS BECAUSE OF THE ATTITUDES OF THE YOUNG (3 ITEMS)

Item Number	Item	Item Factor Loading
18	The rate of youth unemployment would be lower if young people tried harder to find jobs	.47
47	Youth unemployment exists because young people expect too much	.61
58	Youth unemployment exists because the young have poor attitudes toward work	.65

Variance Accounted For: 2.3% of 68 items; 3.8% of 16 factors

TABLE I

SUBSCALE NINE: BEING ON UNEMPLOYMENT INSURANCE IS PREFERABLE TO TAKING AN UNDESIRABLE JOB (5 ITEMS)

Item Number	Item	Item Factor Loading
41	I would rather be on unemployment insurance than work for a very large company where I didn't know my boss	.51
53	I would rather be on unemployment insurance than be pushed around on the job	.41
77	I would rather be on unemployment insurance than work mostly on weekends	.49
82	I would rather be on unemployment insurance than take a job at minimum wage	.54
90	I would rather be on unemployment insurance than take a job which involves hard, physical work	.48

Variance Accounted For: 2.2% of 68 items; 3.4% of 16 factors

TABLE J

SUBSCALE TEN: THE RATE OF YOUTH UNEMPLOYMENT INSPIRES THE YOUNG TO TRY HARDER (3 ITEMS)

Item Number	Item	Item Factor Loading
3	The rate of youth unemployment will make me try harder to get a job	.44
43	The rate of youth unemployment makes me want to improve myself in as many ways as I can	.55
71	The rate of youth unemployment makes me try harder in school	.52

Variance Accounted For: 2.1% of 68 items; 3.2% of 16 factors

TABLE K

SUBSCALE ELEVEN: THE RATE OF YOUTH UNEMPLOYMENT RESULTS IN FEELINGS OF DEPRESSION AMONG THE YOUNG (5 ITEMS)

Item Number	Item	Item Factor Loading
1	The rate of youth unemployment makes me feel lazy	.30
38	The rate of youth unemployment makes me feel like withdrawing from society	.38
62	The rate of youth unemployment makes me feel discouraged	.62
72	The rate of youth unemployment makes me fear that I will not be able to get ahead in life	.45
75	I feel angry about the rate of youth unemployment	.41

Variance Accounted For: 2.0% of 68 items; 2.8% of 16 factors

TABLE L

SUBSCALE TWELVE: YOUTH UNEMPLOYMENT EXISTS BECAUSE FOREIGN COUNTRIES BENEFIT FROM CANADIAN RESOURCES (3 ITEMS)

Item Number	Item	Item Factor Loading
61	Youth unemployment exists because Canadians buy too many imported goods	.40
81	Youth unemployment exists because foreign companies in Canada lay off people here rather than in their own countries	.58
85	Canadian employers have increased unemployment in Canada by building plants in foreign countries	.42

Variance Accounted For: 1.9% of 69 items; 2.6% of 16 factors

Another result of the factor analysis which should be noted is that the items which loaded on each of the twelve subscales all loaded such that they had the same polarities on any one subscale. While it is usually desirable to have items with both polarities on attitude scales and while the investigators originally attempted to construct items with both polarities to measure the original themes, the subscales resulting from the factor analysis did not contain items with both polarities. There are two possibile explanations. First, the items constructed with different polarities but with the intention of measuring the same theme may have factor analyzed into two subscales because of the response styles of the students. That is, the students may have responded in one way to items of one polarity and in another way to items of the opposite polarity. For example, this might have occurred for subscales four and nine. Second, the items may have loaded on two subscales because the items of one polarity represented one theme while the items of the opposite polarity represented another theme. For example, this might have occurred for subscales three and five. In spite of the fact

that the items loaded on the subscales in the way they did, the subscales were used as they stood for the remainder of the study.

Internal consistency estimates of reliability* were calculated for the twelve subscales for the entire sample of 975 respondents and for the seven subgroups of respondents divided according to sex, level of study, and work experience. These are shown in Table M. The reliability estimates calculated on the total sample ranged from a low of .48 for subscale twelve to a high of .80 for subscales one and three. The average of the twelve reliabilities was .65.

TABLE M

INTERNAL-CONSISTENCY ESTIMATES OF RELIABILITY FOR THE TWELVE SUBSCALES

Student Groups	Subscales											
	1	2	3	4	5	6	7	8	9	10	11	12
All Students (N = 975)	.80	.68	.80	.66	.73	.59	.60	.61	.68	.56	.60	.48
Women (N = 536)	.78	.70	.80	.65	.70	.59	.63	.64	.72	.54	.60	.47
Men (N = 439)	.81	.66	.78	.67	.76	.59	.57	.57	.62	.57	.60	.49
Levels 1, 2 and 3 (N = 393)	.81	.62	.80	.64	.77	.52	.57	.52	.71	.56	.53	.41
Levels 4, 5 and 6 (N = 582)	.79	.71	.79	.68	.69	.56	.62	.66	.64	.56	.63	.53
Work Experience												
YYYY (N = 314)	.79	.72	.78	.66	.70	.62	.64	.62	.70	.51	.64	.61
YNYN (N = 345)	.77	.68	.80	.65	.68	.57	.57	.61	.63	.58	.57	.35
NNNN (N = 316)	.80	.64	.78	.66	.74	.57	.59	.58	.69	.57	.58	.44

* These estimates of reliability were standardized alphas calculated by using Version H of SPSS.

Several points should be kept in mind while examining these reliability coefficients.

(1) Reliability increases as the number of items (of the same quality) is increased. This is obviously the case for these twelve subscales. As Table N shows, there is a close relationship between the size of the subscale's reliability coefficient and the number of items on the subscale.

(2) No reliability coefficient can be properly interpreted without information as to the spread of responses in the group on which it is based. High reliability coefficients are less likely to occur for a subscale where the variance in the responses of the subjects is small as compared to a subscale where the variance in the responses of the subjects is large (given the same number of items on each subscale). Table N also illustrates that this is the case for these twelve subscales.

(3) The instrument is an attitude scale and reliability coefficients are often lower for attitude scales than for instruments such as math tests.

(4) The attitude measure is being used to look at group means and not to look at individual scores. Thus, it is not so essential to have very high reliability coefficients.

Thus, while the reliabilities of some of the subscales are not at high as for others, they are still acceptable given the purpose of the study, the few items and the small variances. If the attitude questionnaire were to be used again in another study, it would be desirable to attempt to add items to some of the subscales to improve their reliabilities.

TABLE N

INTERNAL CONSISTENCY ESTIMATES OF RELIABILITY FOR THE TWELVE SUBSCALES GROUPED ACCORDING TO NUMBER OF ITEMS AND SIZE OF VARIANCE

Subscale	Number of Items	Variance	Reliability
1	9	24.70	.80
3	6	19.89	.80
5	6	13.84	.73
2	5	12.67	.68
11	5	11.90	.60
4	5	11.63	.66
9	5	11.49	.68
6	5	10.89	.59
7	4	6.97	.60
8	3	7.13	.61
10	3	5.38	.56
12	3	4.00	.48

APPENDIX D

STATISTICAL DESCRIPTION OF METHOD OF ANALYSIS AND FINDINGS

Method of Analysis

Students' Scores on Subscales

Total scores were calculated for each student on each of the twelve subscales by summing the students' responses to the items on each of the subscales. The maximum and minimum scores possible for each subscale are dependent on the number of items in the subscale. For a three-item subscale, the maximum score possible is 3 x 5 = 15 (strongly agree) and the minimum score possible is 3 x 1 = 3 (strongly disagree). For a nine-item subscale, the maximum score possible is 9 x 5 = 45 (strongly agree) and the minimum score possible is 9 x 1 = 9 (strongly disagree).

Analysis For All Students

Means, medians, modes, standard errors, standard deviations and a plot of the total-score distributions for all 975 students were found for each subscale.

Comparisons Among the Subgroups of Students

The design for the comparisons was a 2 x 2 x 3 complete factorial which described two levels of sex (male and female), two levels of study (Levels 1, 2, and 3 and Levels 4, 5 and 6) and three levels of work experience (YYYY, YNYN and NNNN).

All analyses involving tests of hypotheses on the twelve subscales were conducted in the analysis of variance framework using Version H of SPSS (1977). Since there were twelve cells in the 2 x 2 x 3 design,

there were twelve between-cell degrees of freedom. One degree of freedom was taken up in the estimation of the general mean, leaving eleven estimable effects. The levels of all three factors in the design were fixed. One degree of freedom was used to estimate the main effect of sex, one degree of freedom was used to estimate the main effect of level of study and two degrees of freedom were used to estimate the main effect of work experience. The remaining seven degrees of freedom were used to estimate the following interactions:

sex x level of study ..... 1 df
sex x work experience ..... 2 df
level of study x work experience ..... 2 df
sex x level of study x work experience ... 2 df

Univariate analyses of variance were performed on the total scores of the twelve subscales and the F values were examined for significance at the .001 level.* If a significant F value was found for the main effect of work experience, the Scheffé, a posteriori contrast test, was used to compare pairs of group means.

The classical experimental approach as provided in Version H of SPSS (1977) for unequal cell frequencies was used for the analyses. With this approach, the effects were assessed separately in the following type order: (1) additive effects of factors, (2) two-way interaction effects, and (3) three-way interaction effects. Within each type of effect, each factor main effect is adjusted for all other factors. That is, each main effect was assessed with the other two main effects held constant, the two-way interactions were assessed with all main effects and the other two-way interactions held constant and the three-way interactions were assessed with all main effects and two-way interactions held constant.

---

* A .001 level of significance was chosen because the number of subjects in the study was large, thus making the power of the tests large.

Findings

For each of the twelve subscales, the findings will be presented and discussed for the total sample of 975 students first followed by the comparisons for the subgroups of students defined according to sex, level of study and work experience.

SUBSCALE ONE: SCHOOLS SHOULD PREPARE STUDENTS FOR THE WORK WORLD

Items:
(1) *Schools should teach students about unemployment.*
(2) *Schools should teach students how the economy functions.*
(3) *Schools should teach students how to act in the work world.*
(4) *Schools should help students find jobs.*
(5) *Schools should teach students how to hold down a job.*
(6) *Schools should have work experience programs.*
(7) *Schools should teach students about their rights in the working world.*
(8) *Schools should teach students how to get jobs.*
(9) *Schools should make sure that students have the skills needed for the working world.*

MAXIMUM TOTAL SCORE: 45

MINIMUM TOTAL SCORE: 9

RESULTS FOR ALL STUDENTS: (N = 975)

Mean	35.7
Median	36.0
Mode	36.0
Std. Dev.	4.97
Std. Error	.16
Reliability	.80

The distribution of total scores for all students is shown in Figure A.

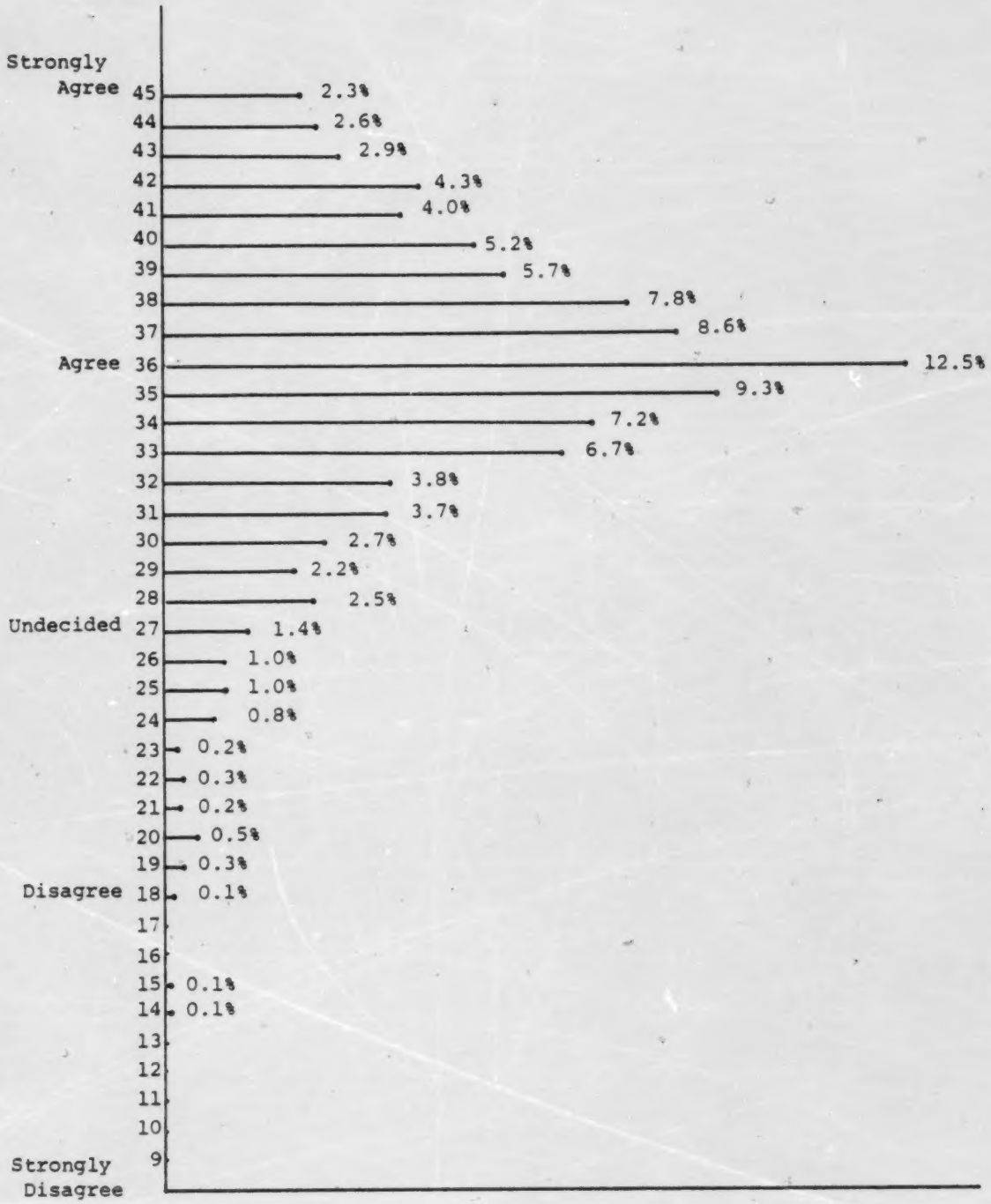

Figure A. Distribution of total scores on Subscale One: Schools Should Prepare Students for the Work World (N = 975).

The statistics show that the 975 students mostly agreed that schools should prepare students for the work world in the ways described by the nine items on subscale one. The mean total score for all students on the subscale was 35.7 as compared to the subscale's maximum score of 45 and midscore of 27.

When the responses of the subgroups of students were analyzed, two significant differences were found:*

(1) women were more likely to agree that schools should prepare students for the work world than men. The mean total score for women was 36.3 while the mean total score for men was 34.9.

(2) students in both the YYYY and YNYN work experience groups were more likely to agree that schools should prepare students for the work world than students in the NNNN work experience group. The mean total scores were:

YYYY -- 36.0
YNYN -- 36.5
NNNN -- 34.4

Thus the students who had wanted a summer job and had looked for a part-time job were more likely to agree with the items on this subscale than the students who had not wanted a summer job and had not looked for a summer job.

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* The analysis of variance statistics are shown in Table A of Appendix E.

SUBSCALE TWO: JOBS AVAILABLE FOR YOUNG PEOPLE ARE UNDESIRABLE

Items: *(1) Most jobs available for young people are humiliating.*

(2) Most work is humiliating.

(3) Most jobs available for young people are boring.

(4) Most employers give dirty work to young working people.

(5) Most jobs available for young people are not worth the bother of looking for them.

MAXIMUM TOTAL SCORE: 25

MINIMUM TOTAL SCORE: 5

RESULTS FOR ALL STUDENTS (N = 975)		
	Mean	13.6
	Median	13.4
	Mode	12.0
	Std. Dev.	3.56
	Std. Error	.11
	Reliability	.68

The distribution of total scores for all students is shown in Figure B.

Students were slightly more likely to disagree than agree with the theme of subscale two which was that jobs available for young people are undesirable. The mean total score for all students on the subscale was 13.6 as compared to the subscale's minimum score of 5 and midscore of 15.

When the responses of the subgroups of students were analyzed, one significant difference was found:*

(1) Students studying at Levels 4, 5 and 6 were more likely to disagree that jobs available for young people are undesirable than were students studying at Levels 1, 2 and 3. The mean total score for Levels 4, 5 and 6 students was 13.0 and the mean total score for Levels 1, 2 and 3 students was 14.4.

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* The analysis of variance statistics are shown in Table B of Appendix E.

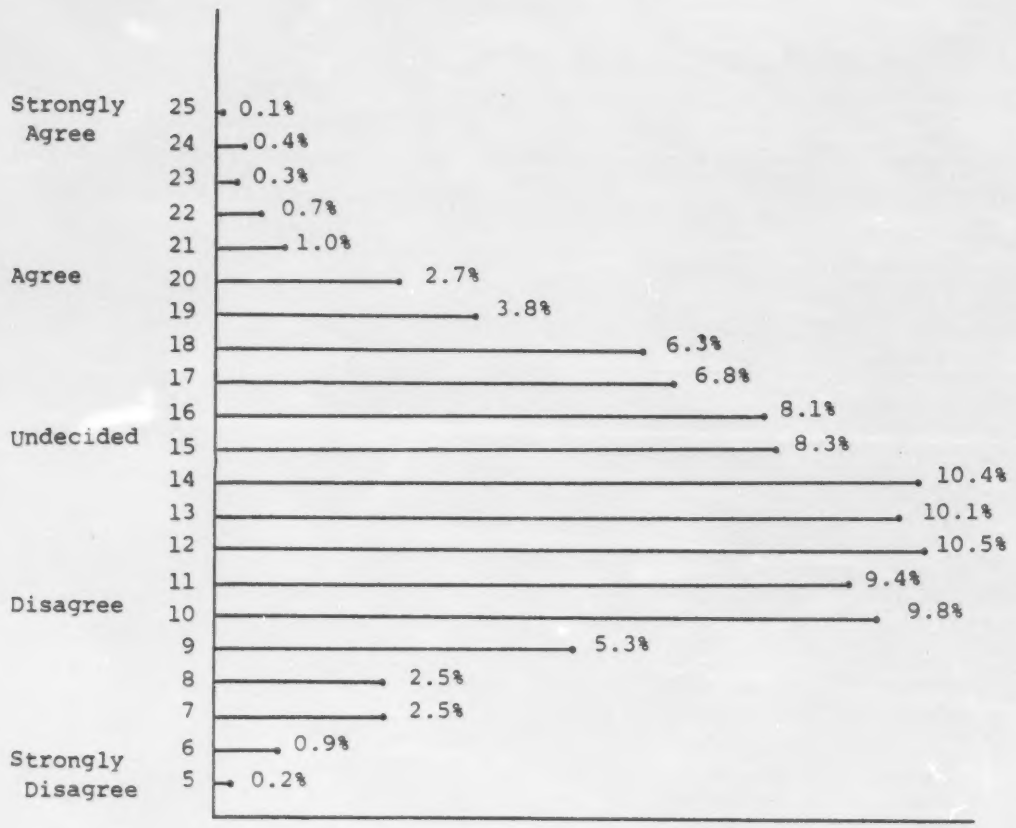

Figure B. Distribution of total scores on Subscale Two: Jobs Available For Young People are Undesirable (N = 975).

SUBSCALE THREE: DOING OTHER THINGS IS MORE INTERESTING THAN HOLDING DOWN A GOOD JOB FROM AGE 16 TO 24

Items: *(1) While I am young (age 16 to 24), I am more interested in spending lots of time with my friends than holding down a good job.*

(2) While I am young (age 16 to 24), I am more interested in travelling than holding down a good job.

(3) While I am young (age 16 to 24), I am more interested in sports than holding down a good job.

(4) While I am young (age 16 to 24), I am more interested in spending lots of time on my hobbies than holding down a good job.

(5) While I am young (age 16 to 24), I am more interested in having a lot of spare time than holding down a good job.

(6) While I am young (age 16 to 24), I am more interested in getting spending money than holding down a good job.

MAXIMUM TOTAL SCORE: 30

MINIMUM TOTAL SCORE: 6

RESULTS FOR ALL STUDENTS: (N = 975)

Mean	13.9
Median	13.3
Mode	12.0
Std. Dev.	4.46
Std. Error	.14
Reliability	.80

The distribution of total scores for all students is shown in Figure C.

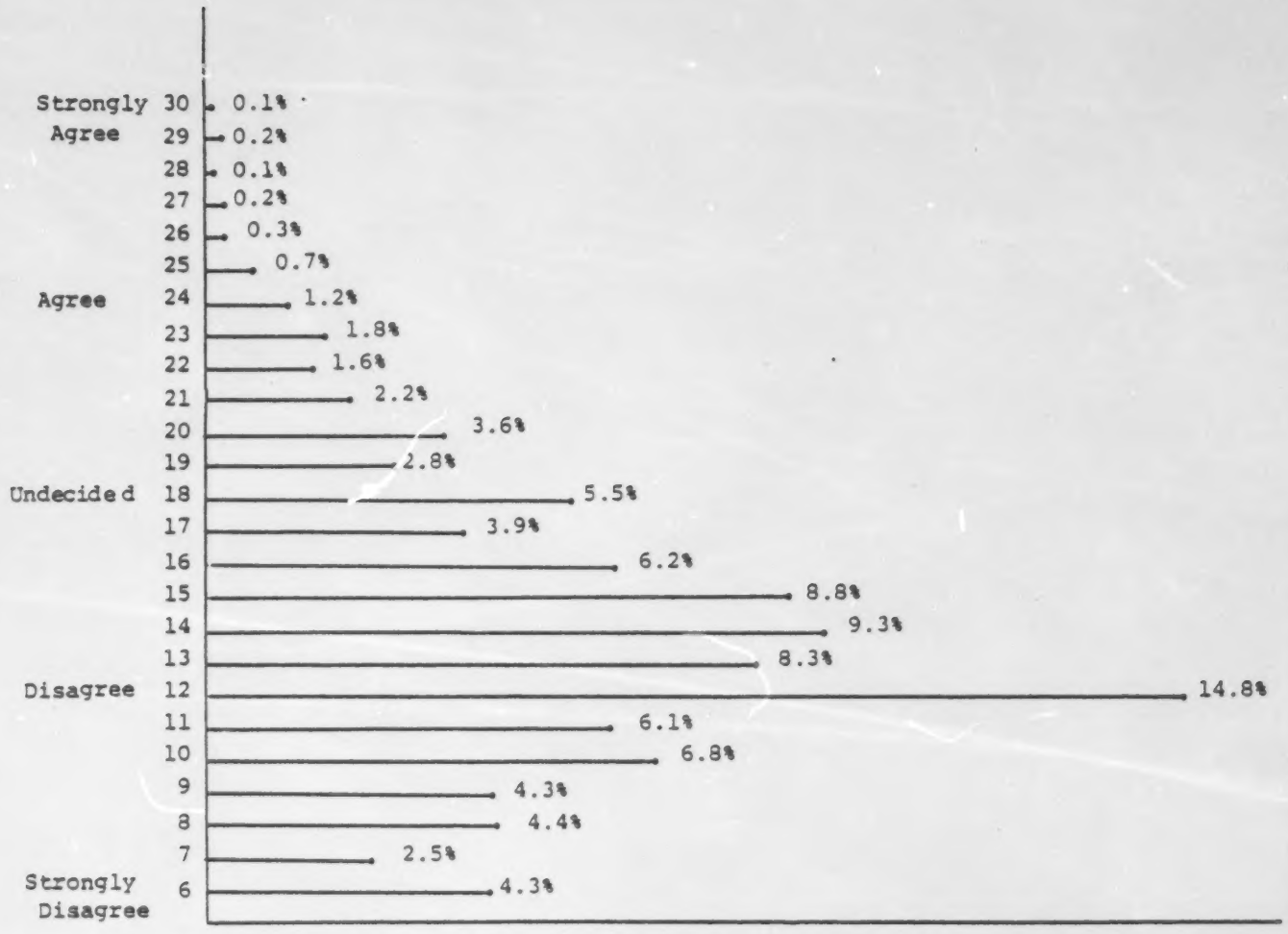

Figure C. Distribution of total scores on Subscale Three: Doing Other Things is More Interesting Than Holding Down a Good Job From Age 16 to 24 (N = 975).

The statistics show that students tend to disagree with the theme of subscale three which is that doing other things is more interesting than holding down a good job from age 16 to 24. The mean total score for all students on the subscale was 13.9 compared to the subscale's minimum score of 6 and midscore of 18.

One significant difference was found when the responses of the subgroups were analyzed:*

(1) Students in both the YYYY and YNYN work experience groups were more likely to disagree that doing other things is more interesting than holding down a good job from age 16 to 24 than students in the NNNN work experience group. The mean total scores were:

YYYY -- 13.3
YNYN -- 13.2
NNNN -- 15.1

Thus the students who had wanted a summer job and had looked for a part-time job were more likely to disagree that doing other things is more interesting than holding down a good job from age 16 to 24 than students who had not wanted a summer job and had not looked for a part-time job.

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* The analysis of variance statistics are shown in Table C of Appendix E.

SUBSCALE FOUR: TAKING AN INCONVENIENT OR UNDESIRABLE JOB IS PREFERABLE TO BEING ON UNEMPLOYMENT INSURANCE

Items: *(1) I would rather have several short-term jobs than be on unemployment insurance.*

(2) I would rather take a job in another city than be on unemployment insurance.

(3) I would rather work unusual hours than be on unemployment insurance.

(4) I would rather move away from my friends to get a job than be on unemployment insurance.

(5) I would rather work for a company that causes pollution than be on unemployment insurance.

MAXIMUM TOTAL SCORE: 25

MINIMUM TOTAL SCORE: 5

RESULTS FOR ALL STUDENTS: (N = 975)

Mean	13.5
Median	13.5
Mode	14.0
Std. Dev.	3.41
Std. Error	.11
Reliability	.66

The distribution of total scores for all students is shown in Figure D.

There was a slight tendency for students to disagree that taking an inconvenient or undesirable job is preferable to being on unemployment insurance. The mean total score for all students on subscale four was 13.5 as compared to the subscale's minimum score of 5 and midscore of 15.

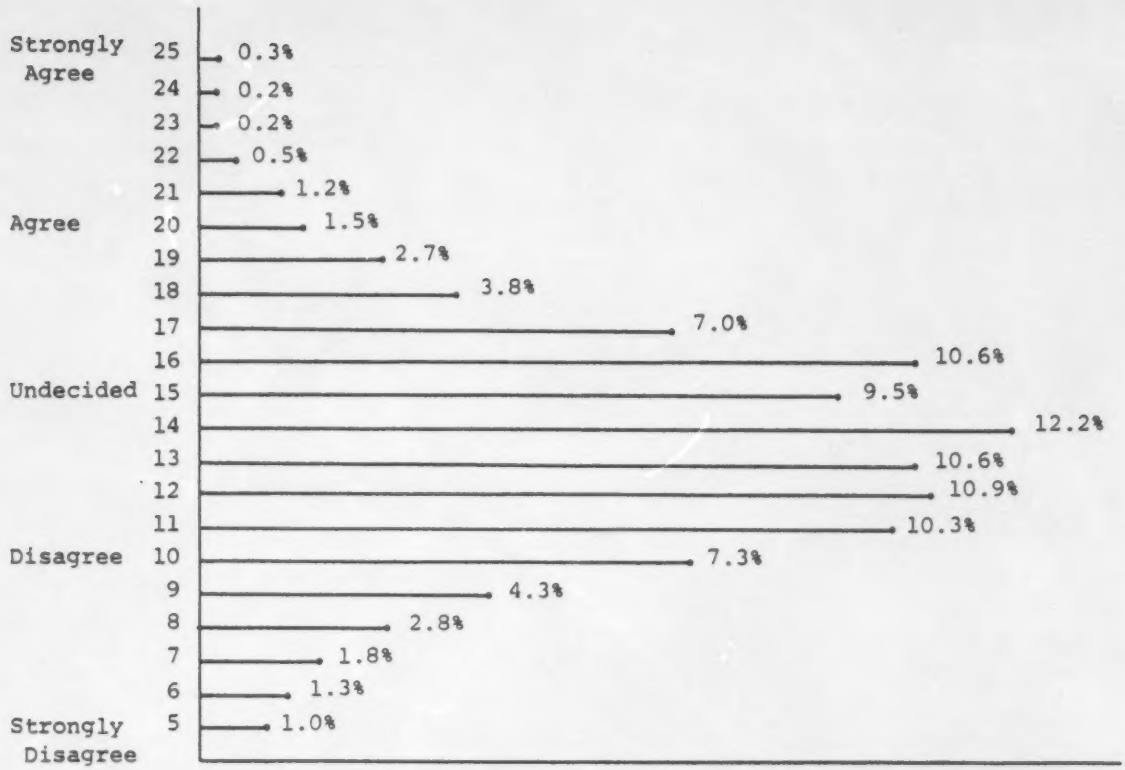

Figure D. Distribution of total scores on Subscale Four: Taking an Inconvenient Job is Preferable to Being on Unemployment Insurance (N = 975).

When the responses of the subgroups of students were analyzed, no significant differences were found.*

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* The analysis of variance statistics are shown in Table D of Appendix E.

SUBSCALE FIVE: IT IS IMPORTANT TO HOLD DOWN A HIGH QUALITY JOB FROM AGE 16 TO 24

Items: *(1) While I am young (age 16 to 24), it is important that I have a job which gives me self-respect.*

(2) It is important that I have a satisfying job while I am young (age 16 to 24).

(3) While I am young (age 16 to 24), it is important that I have a job which makes me feel as if I am part of society.

(4) While I am young (age 16 to 24), it is important that I have a steady job so that I can learn how to work.

(5) It is important that I have a good job while I am young (age 16 to 24).

(6) It is important that I have a financially rewarding job while I am young (age 16 to 24).

MAXIMUM TOTAL SCORE: 30

MINIMUM TOTAL SCORE: 6

RESULTS FOR ALL STUDENTS: (N = 975)

Mean	12.7
Median	12.2
Mode	12.0
Std. Dev.	3.72
Std. Error	.12
Reliability	.73

The distribution of total scores for all students is shown in Figure E.

The 975 students disagreed with the items on subscale five. The theme of the subscale was that it is important to hold down a high quality job from age 16 to 24. The mean total score for all students on the subscale was 12.7 as compared to the subscale's minimum score of 6 and midscore of 18.

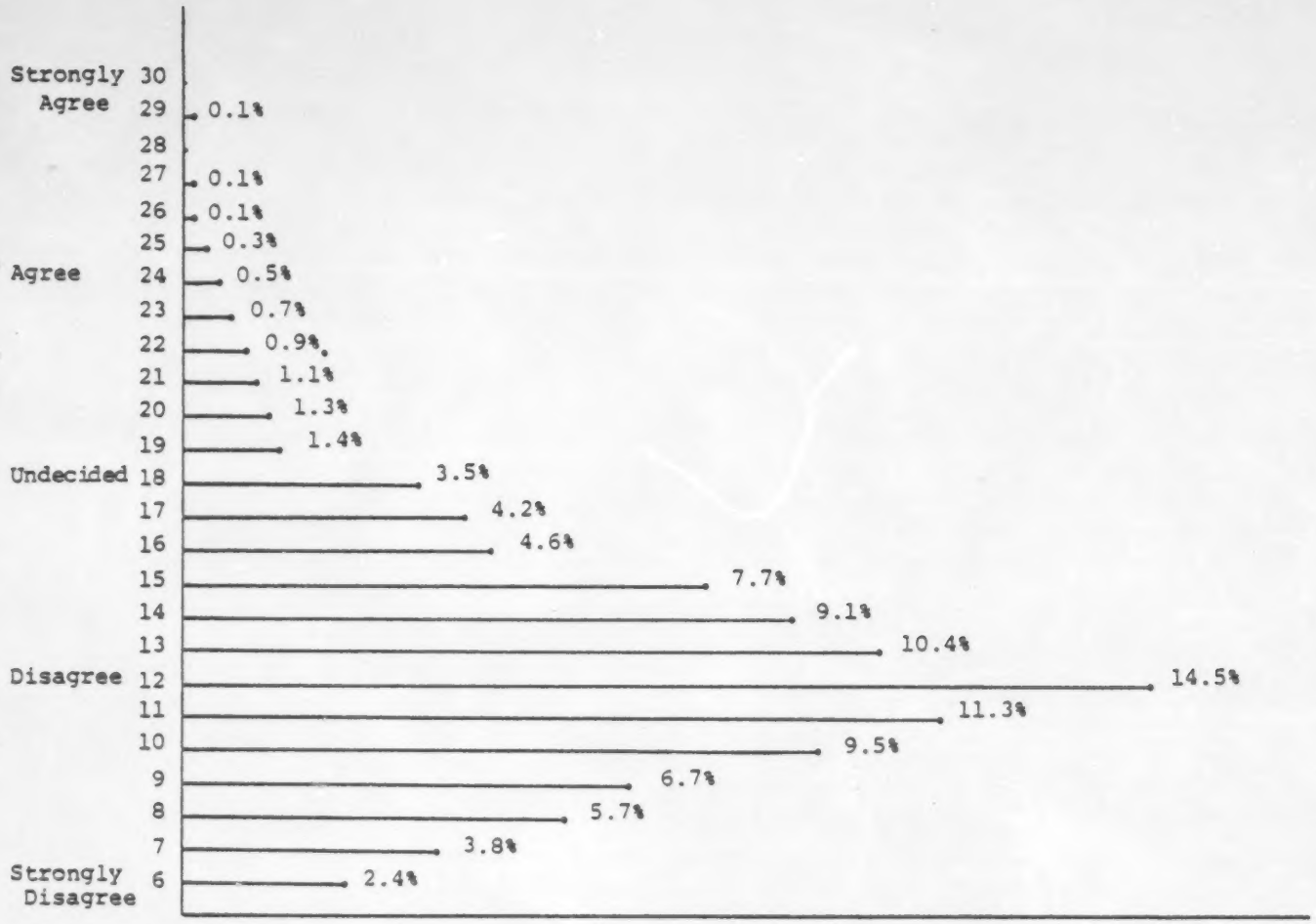

Figure E. Distribution of total scores on Subscale Five: It is Important to Hold Down a High Quality Job from Age 16 to 24 (N = 975).

When the responses of the subgroups of students were analyzed, one significant difference was found:*

(1) Students in the work experience groups YYYY and YNYN were more likely to disagree that it is important to hold down a high quality job from age 16 to 24 than students in the NNNN work experience group. The mean total scores were:

YYYY 11.7

YNYN 12.4

NNNN 14.1

* The analysis of variance statistics are shown in Table E of Appendix E.

Thus, students who had wanted a summer job and had looked for a part-time job (regardless of whether they had had jobs) were more likely to disagree with the items on subscale five than the students who had not wanted a summer job and had not looked for a part-time job.

SUBSCALE SIX: JOBS AVAILABLE FOR YOUNG PEOPLE ARE OF HIGH QUALITY

Items: *(1) Most work has dignity.*
(2) Most jobs available for young people are challenging.
(3) Most jobs available for young people require a lot of skill.
(4) Most jobs available for young people are high class.
(5) Most jobs available for young people have good prospects for the future.

MAXIMUM TOTAL SCORE: 25

MINIMUM TOTAL SCORE: 5

RESULTS FOR ALL STUDENTS (N = 975):

Mean	15.5
Median	15.5
Mode	15.0
Std. Dev.	3.3
Std. Error	.11
Reliability	.59

The distribution of total scores for all students is shown in Figure F.

On the whole, students were undecided about whether jobs available for young people are of high quality. The mean total score for all students on the subscale was 15.5 as compared to the subscale's midscore of 15.

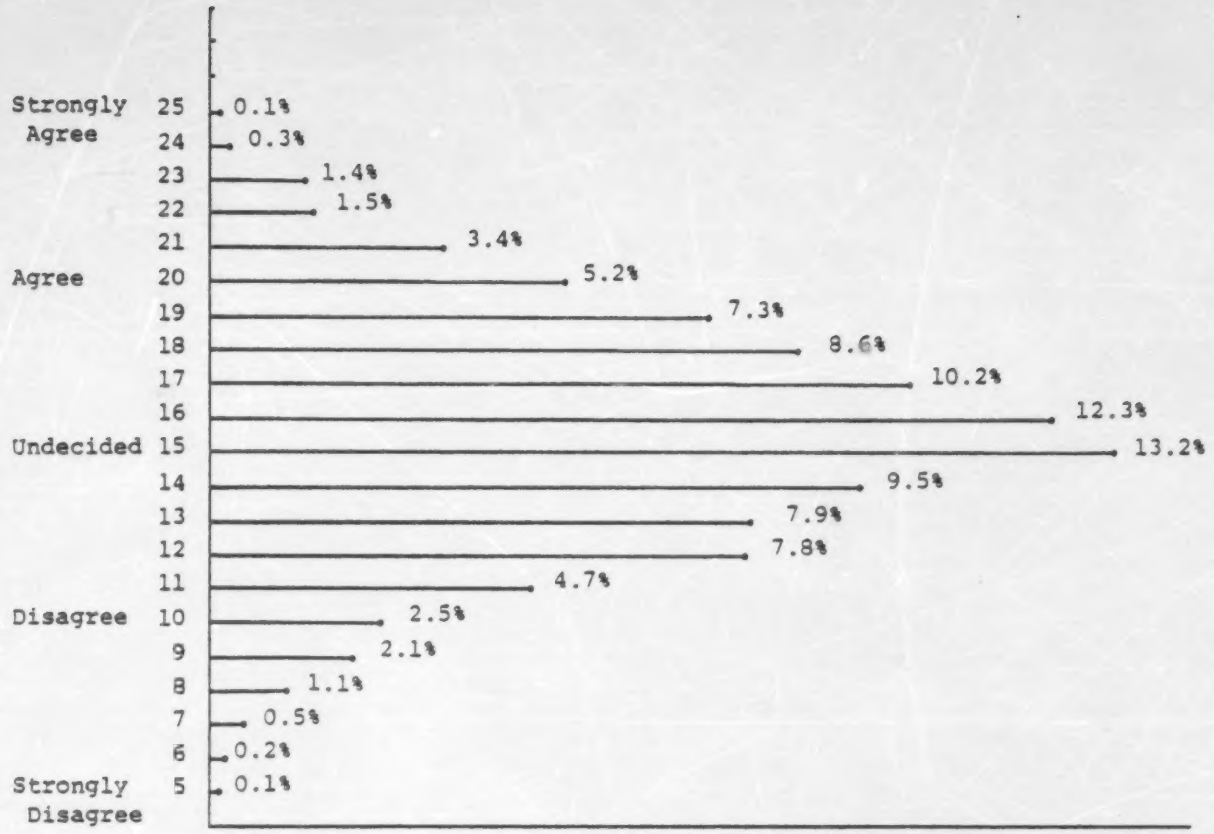

Figure F. Distribution of total scores on Subscale Six: Jobs Available for Young People are of High Quality (N = 975).

When the responses of the subgroups of students were analyzed, two significant differences were found:*

(1) Students studying at Levels 1, 2 and 3 were more likely to disagree that jobs available for young people are of high quality than students studying at Levels 4, 5 and 6. The mean total score for students studying at Levels 1, 2 and 3 was 14.1 while the mean total score for students studying at Levels 4, 5 and 6 was 16.5.

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* The analysis of variance statistics are shown in Table F of Appendix E.

(2) Students in the work experience group YYYY were more likely to agree that jobs available for young people are of high quality than were students in the YNYN work experience group, although the mean total scores indicate that both groups were essentially undecided about this subscale. The mean total scores were as follows:

YNYN 15.0
YYYY 16.0

SUBSCALE SEVEN: THOSE IN AUTHORITY ARE DOING THINGS TO REDUCE UNEMPLOYMENT

Items: *(1) The federal government is doing things which will help reduce unemployment.*

(2) Employers are doing things which will help reduce youth unemployment.

(3) The provincial government is doing things which will help reduce unemployment.

(4) Unions are doing things which will help reduce youth unemployment.

MAXIMUM TOTAL SCORE: 20

MINIMUM TOTAL SCORE: 4

RESULTS FOR ALL STUDENTS (N = 975):

Mean	11.8
Median	12.1
Mode	12.0
Std. Dev.	2.64
Std. Error	.09
Reliability	.60

The distribution of total scores for all students is shown in Figure G.

The 975 students were mostly undecided about the items on subscale seven. The theme of subscale seven was that those in authority are doing things to reduce unemployment. The mean total score for all students on the subscale was 11.8 as compared to the subscale's midscore of 12.

When the responses of the subgroups of students were analyzed, no significant differences were found.*

* The analysis of variance statistics are shown in Table G of Appendix E.

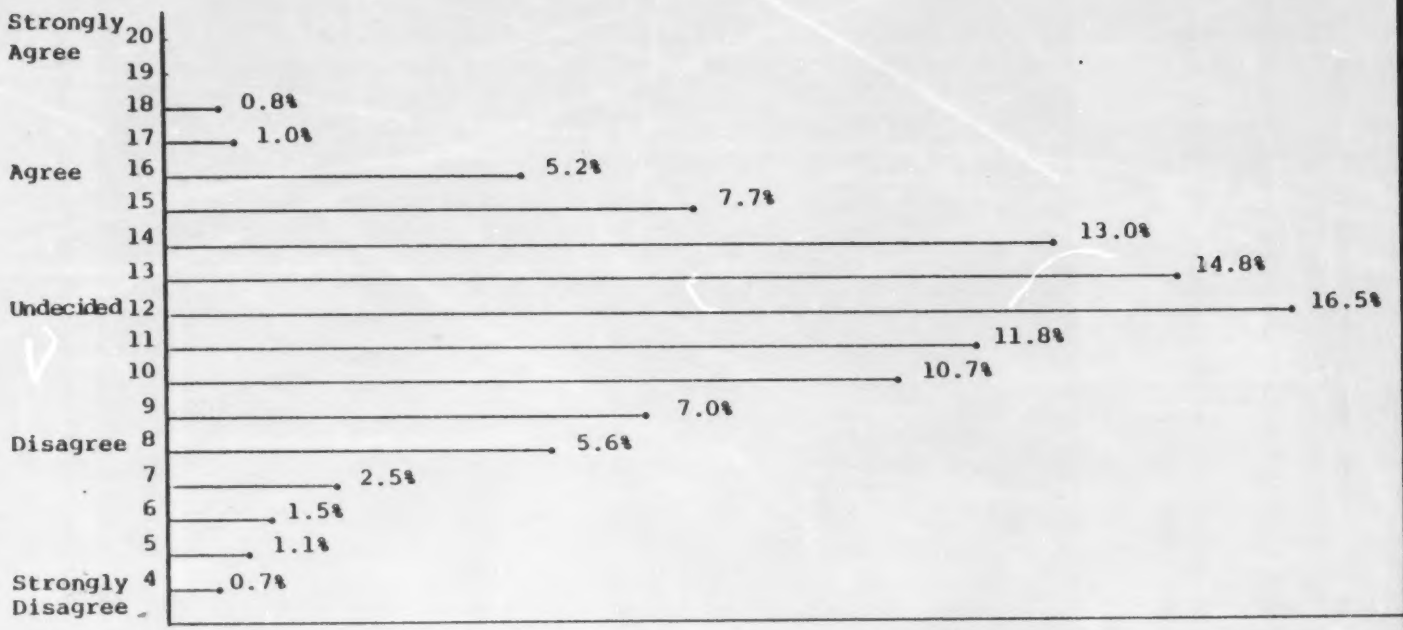

Figure G. Distribution of total scores on Subscale Seven: Those in Authority Are Doing Things to Reduce Unemployment (N = 975).

SUBSCALE EIGHT: YOUTH UNEMPLOYMENT EXISTS BECAUSE OF THE ATTITUDES OF THE YOUNG

Items: *(1) The rate of youth unemployment would be lower if young people tried harder to find jobs.*

(2) Youth unemployment exists because young people expect too much.

(3) Youth unemployment exists because the young have poor attitudes toward work.

MAXIMUM TOTAL SCORE: 15

MINIMUM TOTAL SCORE: 3

RESULTS FOR ALL STUDENTS (N = 975):

Mean	9.3
Median	9.5
Mode	10.0
Std. Dev.	2.67
Std. Error	.09
Reliability	.61

The distribution of total scores for all students is shown in Figure H.

The students were undecided about the items on subscale eight, the theme of which was that youth unemployment exists because of the attitudes of the young. The mean total score for all students on the subscale was 9.3 as compared to the subscale's midscore of 9.0.

When the responses of the subgroups of students were analyzed, no significant differences were found.*

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* The analysis of variance statistics are shown in Table H of Appendix E.

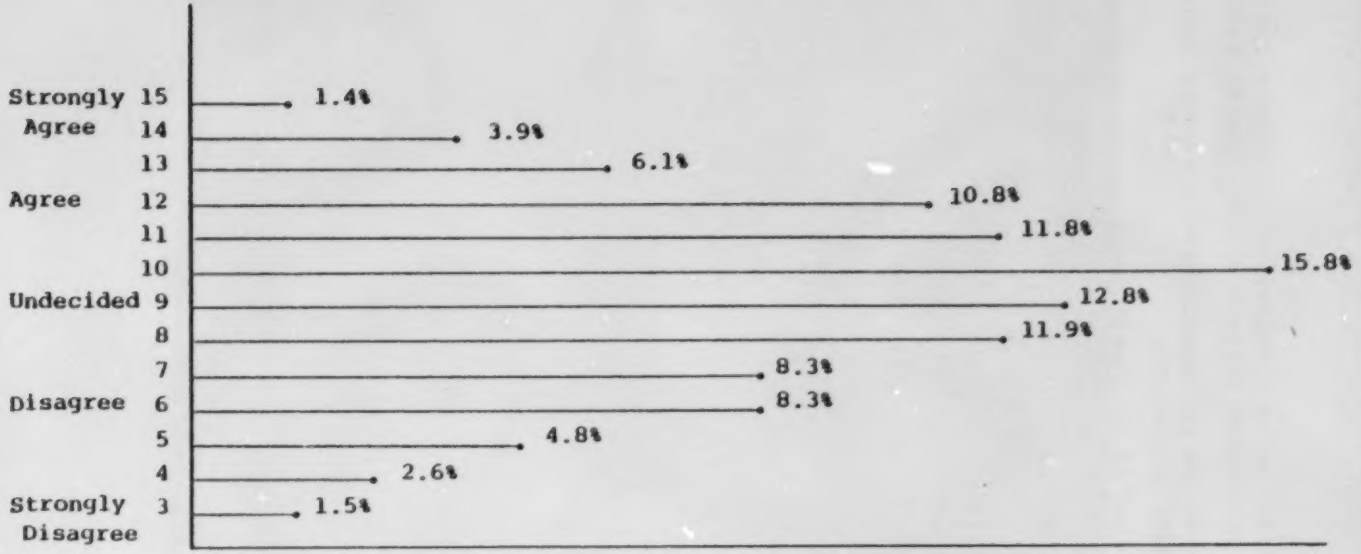

Figure H. Distribution of total scores on Subscale Eight: Youth Unemployment Exists Because of the Attitudes of the Young (N = 975).

SUBSCALE NINE: BEING ON UNEMPLOYMENT INSURANCE IS PREFERABLE TO TAKING AN UNDESIRABLE JOB

Items: *(1) I would rather be on unemployment insurance than work for a very large company where I didn't know my boss.*

(2) I would rather be on unemployment insurance than be pushed around on the job.

(3) I would rather be on unemployment insurance than work mostly on weekends.

(4) I would rather be on unemployment insurance than take a job at minimum wage.

(5) I would rather be on unemployment insurance than take a job which involves hard, physical work.

MAXIMUM TOTAL SCORE: 25

MINIMUM TOTAL SCORE: 5

RESULTS FOR ALL STUDENTS (N = 975):

Mean	11.7
Median	11.3
Mode	10.0
Std. Dev.	3.39
Std. Error	.11
Reliability	.68

The distribution of total scores for all students is shown in Figure I.

The 975 students mostly disagreed with subscale nine. The theme of the subscale was that being on unemployment insurance is preferable to taking an undesirable job. The mean total score for all students on the subscale was 11.7 as compared to the subscale's minimum score of 5 and midscore of 15.

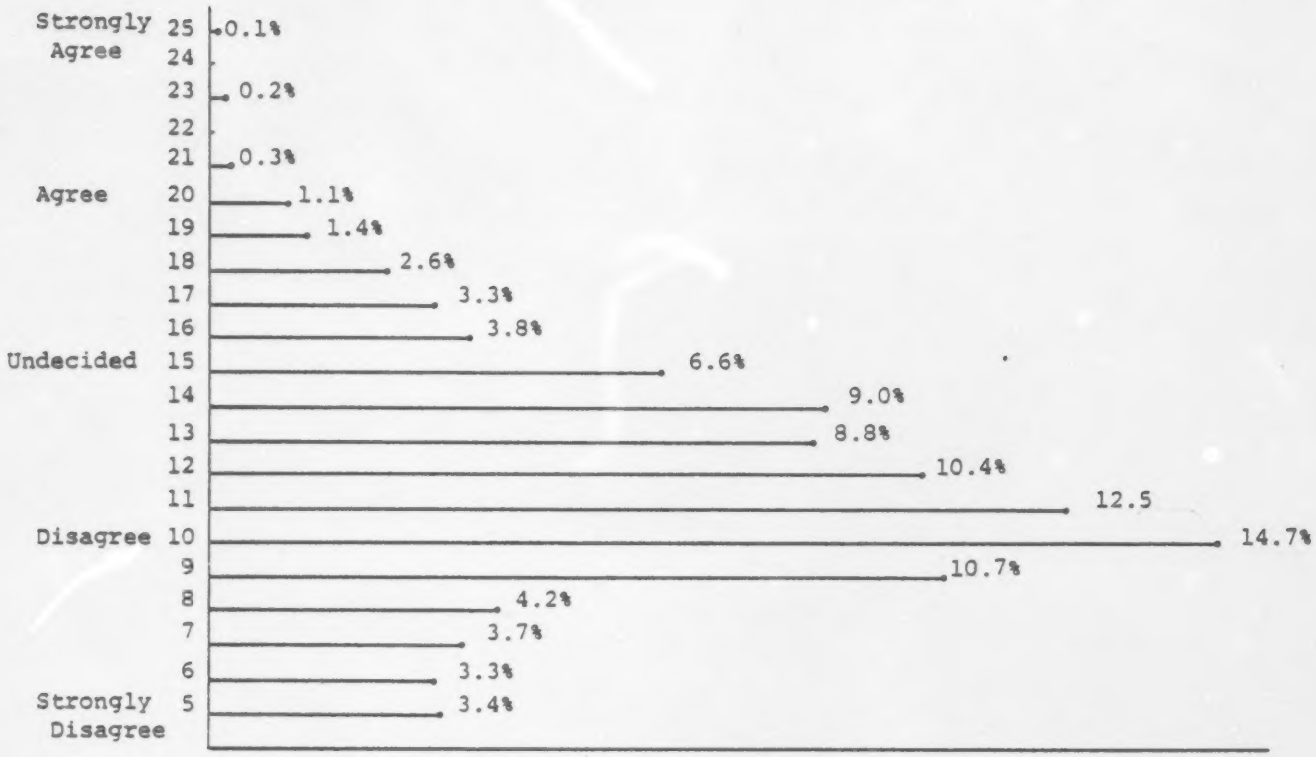

Figure I. Distribution of total scores on Subscale Nine: Being on Unemployment Insurance is Preferable to Taking an Undesirable Job (N = 975).

When the responses of the subgroups were analyzed, two significant differences were found:*

(1) Students studying at Levels 4, 5 and 6 were more likely to disagree that being on unemployment insurance is preferable to taking an undesirable job than were students studying at Levels 1, 2 and 3. The mean total score for students studying at Levels 4, 5 and 6 was 11.2 while the mean total score for students studying at Levels 1, 2 and 3 was 12.3.

(2) Students in the work experience group YYYY were more likely to disagree that being on unemployment insurance is preferable to taking an undesirable job than were students in the work experience groups YNYN and NNNN. The mean total scores were:

YYYY 11.0
YNYN 11.7
NNNN 12.3

* The analysis of variance statistics are shown in Table I of Appendix E.

SUBSCALE TEN: THE RATE OF YOUTH UNEMPLOYMENT INSPIRES THE YOUNG TO TRY HARDER

Items: *(1) The rate of youth unemployment will make me try harder to get a job.*

(2) The rate of youth unemployment makes me want to improve myself in as many ways as I can.

(3) The rate of youth unemployment makes me try harder in school.

MAXIMUM TOTAL SCORE: 15

MINIMUM TOTAL SCORE: 3

RESULTS FOR ALL STUDENTS: (N = 975)

Mean	7.3
Median	7.0
Mode	6.0
Std. Dev.	2.32
Std. Error	.07
Reliability	.56

The distribution of total scores for all students is shown in Figure J.

As a group, the students tended to disagree with the items on subscale ten. The theme of the subscale was that the rate of youth unemployment inspires the young to try harder. The mean total score for all students on the subscale was 7.3 as compared to the subscale's minimum score of 3 and midscore of 9.

When the responses of the subgroups of students were analyzed, no significant differences were found.*

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* The analysis of variance statistics are shown in Table J of Appendix E.

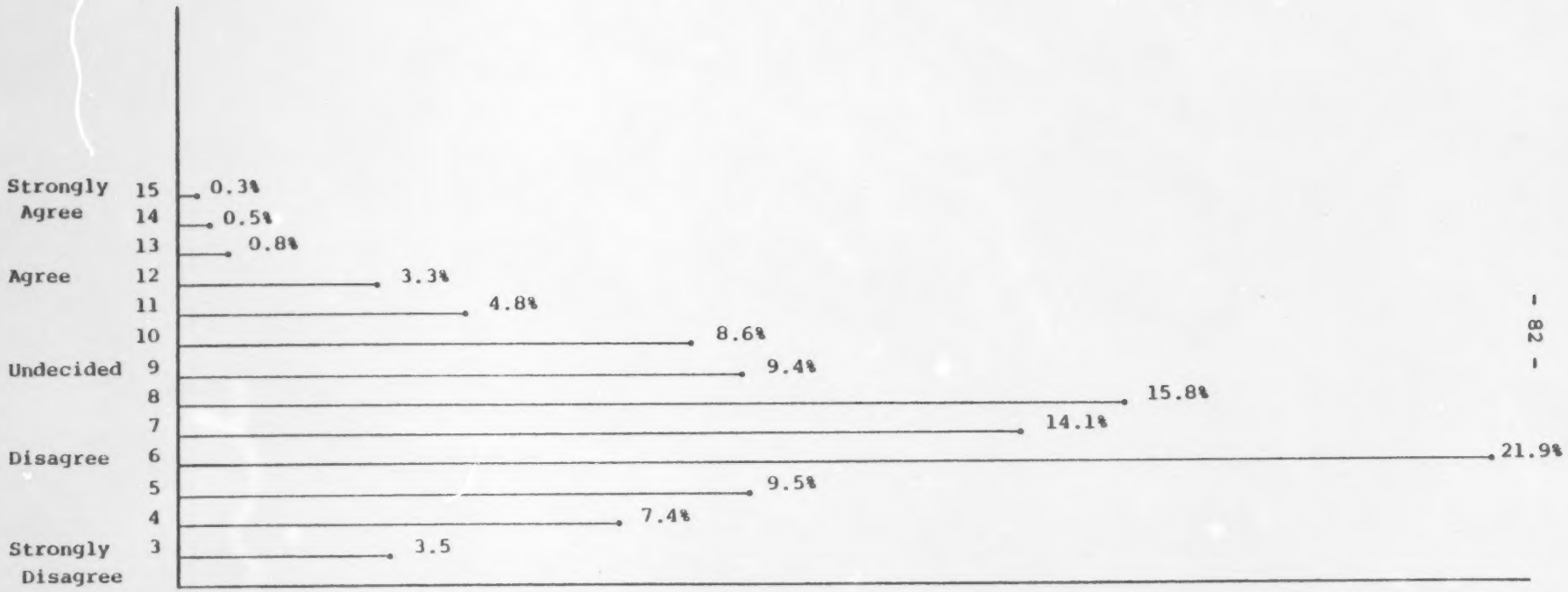

Figure J. Distribution of total scores on Subscale Ten: The Rate of Youth Unemployment Inspires the Young to Try Harder (N = 975).

SUBSCALE ELEVEN: THE RATE OF YOUTH UNEMPLOYMENT RESULTS IN FEELINGS OF DEPRESSION AMONG THE YOUNG

Items: *(1) The rate of youth unemployment makes me feel lazy.*

(2) The rate of youth unemployment makes me feel like withdrawing from society.

(3) The rate of youth unemployment makes me feel discouraged.

(4) The rate of youth unemployment makes me fear that I will not be able to get ahead in life.

(5) I feel angry about the rate of youth unemployment.

MAXIMUM TOTAL SCORE: 25

MINIMUM TOTAL SCORE: 5

RESULTS FOR ALL STUDENTS (N = 975):

Mean	14.6
Median	14.6
Mode	14.0
Std. Dev.	3.45
Std. Error	.11
Reliability	.60

The distribution of total scores for all students is shown in Figure K.

Students were undecided about the items on subscale eleven, the theme of which was that the rate of youth unemployment results in feelings of depression among the young. The mean total score for all students was 14.6 compared to the subscale's midscore of 15.0.

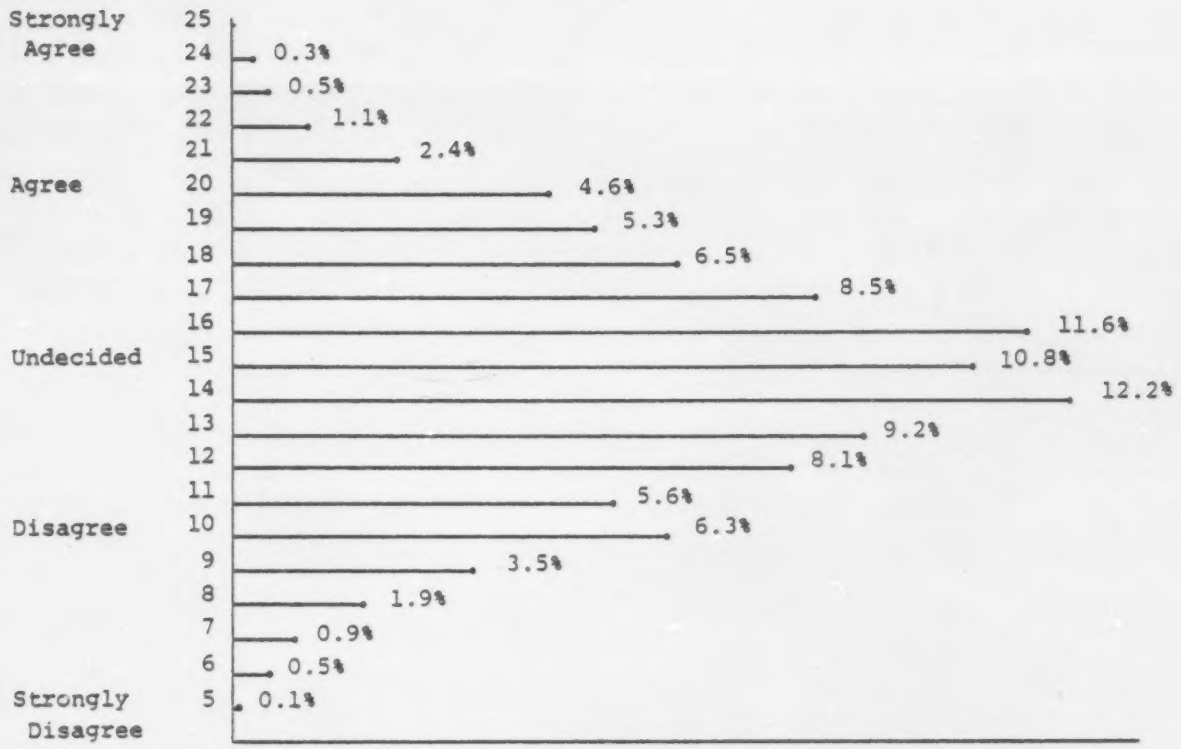

Figure K. Distribution of total scores on Subscale Eleven: The Rate of Youth Unemployment Results in Feelings of Depression Among the Young (N = 975).

When the responses of the subgroups of students were analyzed, one significant difference was found:*

(1) Students studying at Levels 1, 2 and 3 were more likely to agree that the rate of youth unemployment results in feelings of depression than were the students studying at Levels 4, 5 and 6, although the mean total scores indicate that both groups were undecided about this subscale. The mean total score for Levels 1, 2 and 3 students was 15.3 while the mean total score for Levels 4, 5 and 6 students was 14.2.

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* The analysis of variance statistics are shown in Table K of Appendix E.

SUBSCALE TWELVE: YOUTH UNEMPLOYMENT EXISTS BECAUSE OF THE BENEFIT OF FOREIGN COUNTRIES

Items: (1) *Youth unemployment exists because Canadians buy too many imported goods.*

(2) *Youth unemployment exists because foreign companies in Canada lay off people here rather than in their own countries.*

(3) *Canadian employers have increased unemployment in Canada by building plants in foreign countries.*

MAXIMUM TOTAL SCORE: 15

MINIMUM TOTAL SCORE: 3

RESULTS FOR ALL STUDENTS: (N = 975)

Mean	9.5
Median	9.3
Mode	9.0
Std. Dev.	2.00
Std. Error	.06
Reliability	.48

The distribution of total scores for all students is shown in Figure L.

Students were undecided about subscale twelve, the theme of which was that youth unemployment exists because of the benefit of foreign countries. The mean total score for all students on the subscale was 9.5 as compared to the subscale's midscore of 9.0.

When the responses of the subgroups of students were analyzed, no significant differences were found.*

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* The analysis of variance statistics are shown in Table L of Appendix E.

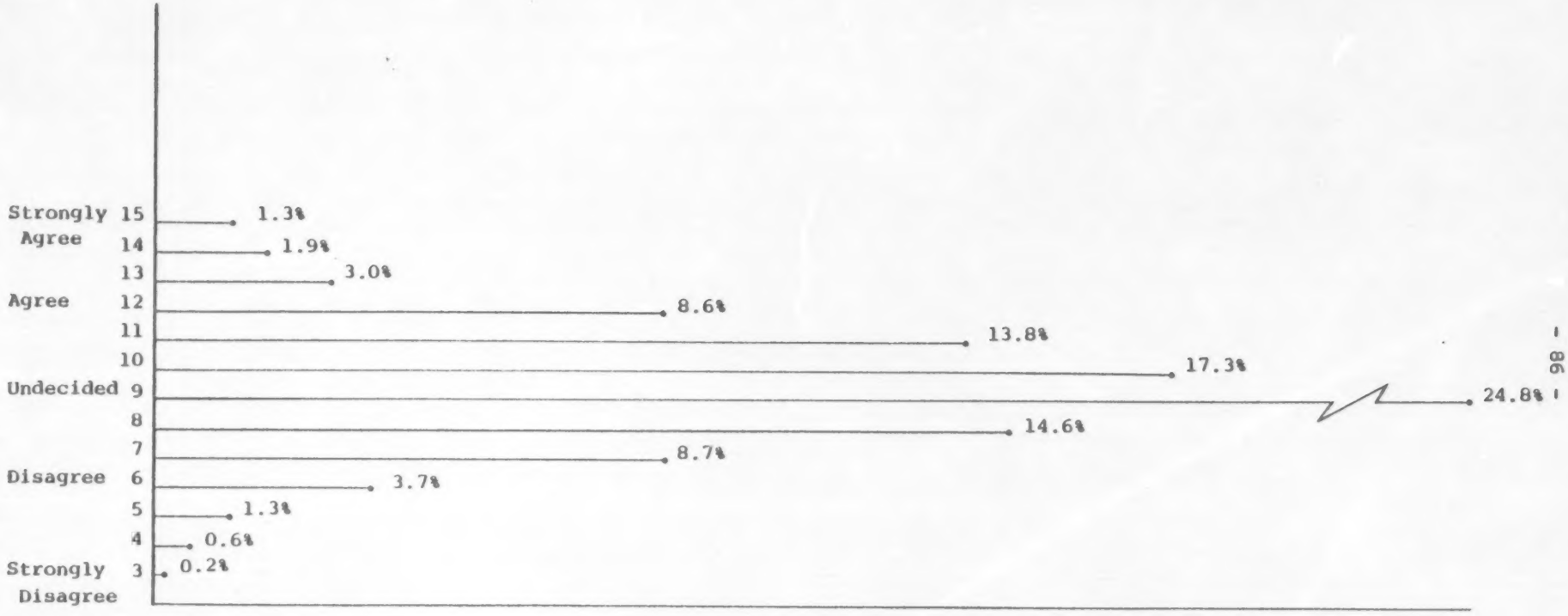

Figure L. Distribution of total scores on Subscale Twelve: Youth Unemployment Exists Because of the Benefit of Foreign Countries (N = 975).

APPENDIX E

ANALYSIS OF VARIANCE STATISTICS

TABLE A

ANALYSIS OF VARIANCE

SUBSCALE ONE: SCHOOLS SHOULD PREPARE STUDENTS FOR THE WORK WORLD

Source of Variation	SS	DF	MS	F
Main Effects	1176.599	4	294.150	12.635*
Sex	404.303	1	404.303	17.367*
Level	0.147	1	0.147	0.006
Work Experience	749.098	2	374.549	16.089*
Two-way Interactions	400.347	5	80.069	3.439
Sex x Level	247.906	1	247.906	10.649
Sex x Work Experience	28.248	2	14.124	0.607
Level x Work Experience	123.780	2	61.890	2.659
Three-way Interactions	62.722	2	31.361	1.347
Sex x Level x Work Experience	62.722	2	31.361	1.347
Explained	1639.672	11	149.061	6.403*
Residual	22418.379	963	23.280	
TOTAL	24058.051	974	24.700	

* The value of F is significant at the .001 level ($p < .001$).

TABLE B

ANALYSIS OF VARIANCE

SUBSCALE TWO: JOBS AVAILABLE FOR YOUNG PEOPLE ARE UNDESIRABLE

Source of Variation	SS	DF	MS	F
Main Effects	709.718	4	177.430	14.821*
Sex	136.977	1	136.977	11.442
Level	500.001	1	500.001	41.766*
Work Experience	98.362	2	49.181	4.108
Two-way Interactions	19.522	5	3.904	0.326
Sex x Level	1.779	1	1.779	0.149
Sex x Work Experience	16.400	2	8.200	0.685
Level x Work Experience	0.898	2	0.449	0.038
Three-way Interactions	56.349	2	28.174	2.353
Sex x Level x Work Experience	56.349	2	28.174	2.353
Explained	785.590	11	71.417	5.966*
Residual	11528.578	963	11.972	
TOTAL	12314.168	974	12.643	

* The value of F is significant at the .001 level ($p < .001$).

TABLE C

ANALYSIS OF VARIANCE

SUBSCALE THREE: DOING OTHER THINGS IS MORE INTERESTING THAN HOLDING DOWN A GOOD JOB FROM AGE 16 TO 24

Source of Variation	SS	DF	MS	F
Main Effects	1006.995	4	251.749	13.287*
Sex	218.094	1	218.094	11.511
Level	52.440	1	52.440	2.768
Work Experience	731.540	2	365.770	19.304*
Two-way Interactions	87.612	5	17.522	0.925
Sex x Level	20.370	1	20.370	1.075
Sex x Work Experience	7.301	2	3.651	0.193
Level x Work Experience	60.085	2	30.042	1.586
Three-way Interactions	38.965	2	19.482	1.028
Sex x Level x Work Experience	38.965	2	19.482	1.028
Explained	1133.574	11	103.052	5.439*
Residual	18246.336	963	18.947	
TOTAL	19379.910	974	19.897	

* The value of F is significant at the .001 level ($p < .001$).

TABLE D

ANALYSIS OF VARIANCE

SUBSCALE FOUR: TAKING AN INCONVENIENT OR UNDESIRABLE JOB IS PREFERABLE TO BEING ON UNEMPLOYMENT INSURANCE

Source of Variation	SS	DF	MS	F
Main Effects	165.057	4	41.264	3.634
Sex	16.358	1	16.358	1.440
Level	25.887	1	24.887	2.280
Work Experience	124.590	2	62.295	5.486
Two-way Interactions	241.155	5	48.231	4.247
Sex x Level	116.426	1	116.426	10.252
Sex x Work Experience	77.089	2	38.545	3.394
Level x Work Experience	36.231	2	18.115	1.595
Three-way Interactions	15.127	2	7.564	0.666
Sex x Level x Work Experience	15.127	2	7.564	0.666
Explained	421.340	11	38.304	3.373*
Residual	10935.723	963	11.356	
TOTAL	11357.063	974	11.660	

* The value of F is significant at the .001 level ($p < .001$).

TABLE E

ANALYSIS OF VARIANCE

SUBSCALE FIVE: IT IS IMPORTANT TO HOLD DOWN A HIGH QUALITY JOB FROM AGE 16 to 24

Source of Variation	SS	DF	MS	F
Main Effects	1041.085	4	260.271	20.461*
Sex	0.437	1	0.437	0.034
Level	94.124	1	94.142	7.401
Work Experience	967.023	2	483.511	38.010*
Two-way Interactions	141.529	5	28.306	0.050
Sex x Level	68.328	1	68.328	5.371
Sex x Work Experience	13.529	2	6.764	0.532
Level x Work Experience	61.320	2	30.660	2.410
Three-way Interactions	18.439	2	9.219	0.725
Sex x Level x Work Experience	18.439	2	9.219	0.725
Explained	1201.055	11	109.187	8.583*
Residual	12249.930	963	12.721	
TOTAL	13450.984	974	13.810	

* The value of F is significant at the .001 level ($p < .001$).

TABLE F

ANALYSIS OF VARIANCE

SUBSCALE SIX: JOBS AVAILABLE FOR YOUNG PEOPLE ARE HIGH QUALITY

Source of Variation	SS	DF	MS	F
Main Effects	1655.452	4	413.863	43.771*
Sex	78.778	1	78.778	8.332
Level	1411.770	1	1411.770	149.312*
Work Experience	160.493	2	80.246	8.487*
Two-way Interactions	67.069	5	13.414	1.419
Sex x Level	0.328	1	0.328	0.035
Sex x Work Experience	31.704	2	15.852	1.677
Level x Work Experience	34.124	2	17.062	1.805
Three-way Interactions	3.852	2	1.926	0.204
Sex x Level x Work Experience	3.852	2	1.926	0.204
Explained	1726.375	11	156.943	16.599*
Residual	9105.332	963	9.455	
TOTAL	10831.707	974	11.121	

* The value of F is significant at the .001 level ($p < .001$).

TABLE G

ANALYSIS OF VARIANCE

SUBSCALE SEVEN: THOSE IN AUTHORITY ARE DOING THINGS TO REDUCE UNEMPLOYMENT

Source of Variation	SS	DF	MS	F
Main Effects	54.890	4	13.722	1.971
Sex	6.317	1	6.317	0.907
Level	24.431	1	24.431	3.509
Work Experience	23.275	2	11.637	1.671
Two-way Interactions	36.746	5	7.349	1.055
Sex x Level	6.726	1	6.726	0.966
Sex x Work Experience	16.283	2	8.142	1.169
Level x Work Experience	13.671	2	6.836	0.982
Three-way Interactions	5.326	2	2.663	0.382
Sex x Level x Work Experience	5.326	2	2.663	0.382
Explained	96.965	11	8.815	1.266
Residual	6705.313	963	6.963	
TOTAL	6802.277	974	6.984	

TABLE H

ANALYSIS OF VARIANCE

SUBSCALE EIGHT: YOUTH UNEMPLOYMENT EXISTS BECAUSE OF THE ATTITUDES OF THE YOUNG

Source of Variation	SS	DF	MS	F
Main Effects	134.701	4	33.675	4.799
Sex	39.623	1	39.623	5.646
Level	2.179	1	2.179	0.310
Work Experience	89.777	2	44.889	6.397
Two-way Interactions	59.938	5	11.988	1.708
Sex x Level	0.619	1	0.619	0.088
Sex x Work Experience	43.307	2	21.653	3.086
Level x Work Experience	14.077	2	7.038	1.003
Three-way Interactions	6.224	2	3.112	0.443
Sex x Level x Work Experience	6.224	2	3.112	0.443
Explained	200.863	11	18.260	2.602
Residual	6757.965	963	7.018	
TOTAL	6958.828	974	7.145	

TABLE I

ANALYSIS OF VARIANCE

SUBSCALE NINE: BEING ON UNEMPLOYMENT INSURANCE IN PREFERABLE TO TAKING AN UNDESIRABLE JOB

Source of Variation	SS	DF	MS	F
Main Effects	600.810	4	150.203	13.849*
Sex	70.406	1	70.406	6.491
Level	246.420	1	246.420	22.720*
Work Experience	273.770	2	136.885	12.621*
Two-way Interactions	97.417	5	19.483	1.796
Sex x Level	0.431	1	0.431	0.040
Sex x Work Experience	10.842	2	5.421	0.500
Level x Work Experience	85.334	2	42.667	3.934
Three-way Interactions	51.100	2	25.550	2.356
Sex x Level x Work Experience	51.100	2	25.550	2.356
Explained	749.328	11	68.121	6.281*
Residual	10444.738	963	10.846	
TOTAL	11194.066	974	11.493	

* The value of F is significant at the .001 level ($p < .001$).

TABLE J

ANALYSIS OF VARIANCE

SUBSCALE TEN: THE RATE OF YOUTH UNEMPLOYMENT INSPIRES THE YOUNG TO TRY HARDER

Source of Variation	SS	DF	MS	F
Main Effects	138.369	4	34.592	6.585*
Sex	52.424	1	52.424	9.979
Level	29.416	1	29.416	5.600
Work Experience	56.114	2	28.057	5.341
Two-way Interactions	29.744	5	5.949	1.132
Sex x Level	17.024	1	17.024	3.241
Sex x Work Experience	4.463	2	2.232	0.425
Level x Work Experience	7.425	2	3.713	0.707
Three-way Interactions	17.443	2	8.721	1.660
Sex x Level x Work Experience	17.443	2	8.721	1.660
Explained	185.559	11	16.869	3.211*
Residual	5058.867	963	5.253	
TOTAL	5244.426	974	5.384	

* The value of F is significant at the .001 level ($p < .001$).

TABLE K

ANALYSIS OF VARIANCE

SUBSCALE ELEVEN: THE RATE OF YOUTH UNEMPLOYMENT RESULTS IN FEELINGS OF DEPRESSION AMONG THE YOUNG

Source of Variation	SS	DF	MS	F
Main Effects	489.985	4	122.496	10.809*
Sex	17.165	1	17.165	1.515
Level	336.963	1	336.963	29.733*
Work Experience	153.143	2	76.572	6.757
Two-way Interactions	194.193	5	38.839	3.427
Sex x Level	0.037	1	0.037	0.003
Sex x Work Experience	35.336	2	17.668	1.559
Level x Work Experience	162.934	2	81.467	7.189
Three-way Interactions	11.051	2	5.525	0.488
Sex x Level x Work Experience	11.051	2	5.525	0.488
Explained	695.230	11	63.203	5.577*
Residual	10913,535	963	11.333	
TOTAL	11608.766	974	11.919	

* The value of F is significant at the .001 level ($p < .001$).

TABLE L

ANALYSIS OF VARIANCE

SUBSCALE TWELVE: YOUTH UNEMPLOYMENT EXISTS BECAUSE OF THE BENEFIT OF FOREIGN COUNTRIES

Source of Variation	SS	DF	MS	F
Main Effects	46.769	4	11.692	2.954
Sex	23.741	1	23.741	5.999
Level	0.015	1	0.015	0.004
Work Experience	23.921	2	11.961	3.022
Two-way Interactions	26.775	5	5.355	1.353
Sex x Level	19.090	1	19.090	4.824
Sex x Work Experience	4.151	2	2.075	0.524
Level x Work Experience	2.951	2	1.476	0.373
Three-way Interactions	0.523	2	0.261	0.066
Sex x Level x Work Experience	0.523	2	0.261	0.066
Explained	74.067	11	6.733	1.701
Residual	3811.096	963	3.958	
TOTAL	3885.163	974	3.989	